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ABSTRACT

This report profiles undergraduates enrolled in postsecondary education for the academic year 1989-90 and presents a description of the social and economic backgrounds of these students, what types of institutions they attended, their educational experience, and their educational aspirations. The information presented includes the following highlights: (1) in the fall of 1989, about 12.7 million students were enrolled as undergraduates in U.S. postsecondary institutions, of whom 52 percent were enrolled in four-year institutions; (2) 76 percent of all undergraduates attended public institutions, another 16 percent attended private, not-for-profit institutions and the remainder attended private, for-profit institutions; (3) 72 percent of all undergraduates were White; (4) about 48 percent of the undergraduates were financially dependent on their parents, and of these, 53 percent came from families with annual incomes under $40,000; (5) regardless of undergraduates' financial dependency status, about 43 percent received some sort of financial aid; and (6) Asian undergraduates were more likely than either Black or Hispanic students to attend public institutions, while Black and Hispanic students were more likely to attend private, for-profit institutions than were White students. The first of two appendixes contains a glossary and the second provides technical notes and methodology information. (GLR)

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Statistical Analysis Report February 1993

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1989–90

Contractor Report

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Statistical Analysis Report February 1993

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1989–90

Contractor Report

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February 1993

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Highlights

This report profiles undergraduate students enrolled in postsecondary education in the academic year 1989–90. Most of the data were derived from the 1989–90 National Postsecondary Student Aid Study (NPSAS:90), a nationally representative sample of all postsecondary students in the 1989–90 academic year. Institutional enrollment information was obtained from the 1989–90 Integrated Postsecondary Education Data System (IPEDS) that provides fall enrollment statistics. Some of the findings are as follows:

- In the fall of 1989, about 12.7 million students were enrolled as undergraduates in U.S. postsecondary institutions, 7.7 million on a full-time basis and about 5 million on a part-time basis. About 52 percent were enrolled in 4-year institutions.

- In the academic year 1989–90, 76 percent of all undergraduates attended public institutions. Another 16 percent attended private, not-for-profit institutions, while those remaining attended private, for-profit institutions.

- During the 1989–90 academic year approximately the same percentage of undergraduates attended 2- to 3-year institutions (46 percent) as the percentage who attended 4-year institutions. About 8 percent of undergraduates attended less-than-2-year institutions (note this is the entire year which is different from full enrollment reported in first highlight).

- Choice of institutions varied for different demographic and socioeconomic characteristics. Asian undergraduates were more likely than either black or Hispanic students to attend public institutions, while black and Hispanic students were more likely to attend private, for-profit institutions than were white students. Younger students (under 24 years of age) were more likely than older students to attend private, not-for-profit institutions.

- In the academic year 1989–90, a majority (56 percent) of undergraduates were enrolled full-time, while 23 percent were enrolled less than half-time. Most part-time students attended 2- to 3-year institutions.

- Most undergraduates (57 percent) lived off campus, not with their parents. About 15 percent (primarily students under 24 years of age) lived in campus housing.

- Among undergraduates enrolled in the academic year of 1989-90, 55 percent were female and 45 percent were male. The majority (58 percent) were 23 years or younger, while 26 percent were 30 years or older.

- About three-quarters (72 percent) of all undergraduates were white, though racial–ethnic group distribution varied according to institution type. Among those attending less-than-2-year institutions, only 56 percent were white compared with 80 percent of those attending 4-year doctoral-granting institutions.

- About 48 percent of undergraduates were financially dependent on their parents. Among financially dependent undergraduates, 53 percent were from families with annual incomes under $40,000, while about 15 percent were from families with incomes of $70,000 or more. Among financially independent undergraduates, a majority (59 percent) had annual incomes less than $20,000.

- About 42 percent of undergraduates' parents completed a high school education or less as their highest educational attainment; about 16 percent of students had at least one parent who had earned an advanced degree.

- The occupations of undergraduates' mothers were primarily in administrative support (23 percent) or professional positions (20 percent); fathers worked primarily in managerial (21 percent), crafts (22 percent), or professional occupations (17 percent).

- About 7 percent of undergraduates reported having some kind of disability. Among students who reported having a disability, more than two-thirds reported either being hearing or mobility disabled. About 20 percent of students with a disability reported being learning disabled.

- Almost all undergraduates (92 percent) received a high school diploma before entering postsecondary education. This varied according to institution type: among those in less-than-2-year institutions, 69 percent had a high school diploma, compared with 98 percent in 4-year-doctoral-granting institutions.

- Regardless of undergraduates' dependency status, about 43 percent received some sort of financial aid. The amount of aid received varied by dependency status. The average amount of aid received by independent students was $4,100. The average amount of aid received by dependent students was $3,200.

- Undergraduates reported their field of study as business–marketing far more often than any other discipline (26 percent). This was followed by roughly equal proportions (10 percent) in the fields of technology–engineering or education–public service.

- About one-half of all undergraduates (52 percent) aspired to earn an advanced degree as their highest educational objective. Another one-third aspired to a bachelor's degree.

Foreword

This report profiles undergraduates enrolled in postsecondary education for the academic year 1989–90. It specifically presents a description of the social and economic backgrounds of these students, what types of institutions they attended, their educational experience, and their educational aspirations. The report is a collection of statistics and indicators to be used as a reference for documenting undergraduates in American postsecondary institutions, an important pool of this country's human resources.

The report relies primarily on data from the 1989–90 National Postsecondary Student Aid Study (NPSAS:90). This survey was designed to answer fundamental questions about financial aid and it details students' education expenses, sources, and types of financial aid. NPSAS:90 differs from the first NPSAS survey (NPSAS:87) in that it represents students enrolled in American postsecondary institutions throughout the entire 1989–90 academic year, rather than only those students enrolled in the fall. Thus, more accurate estimates of enrollments, especially for those in less-than-4-year institutions, are available from NPSAS:90. Because of the difference in student samples between NPSAS:87 and NPSAS:90, this profile is not directly comparable to the first profile published by the Department of Education (U.S. Department of Education, National Center for Education Statistics, *A Profile of Undergraduates in American Postsecondary Institutions*). However, this report examines differences between students who enrolled in the fall with those enrolled in terms other than the fall. In addition, a trend report comparing only the fall samples of NPSAS:87 and NPSAS:90 is forthcoming. NPSAS is scheduled to be conducted every three years and, henceforth, subsequent surveys will be directly comparable to the entire sample used in NPSAS:90.

Most of the estimates presented in this report were produced using the NPSAS:90 Encrypted Table Generation System (ETGS) for undergraduates. The ETGS software makes it possible for users to specify and generate their own tables from the NPSAS data and get the associated standard errors for all estimates (for a more detailed description of the ETGS, see appendix B in this report).

Institutional-level enrollment data are also presented in this report. They were derived from the Integrated Postsecondary Education Data System (IPEDS). In addition, data from published sources such as the 1990 and 1991 *Digest of Educational Statistics* are also included to make one comprehensive report documenting undergraduates.

We hope that readers of this report will find it informative and useful. We welcome recommendations for improving the format, content, or analysis to make subsequent profiles even more informative and accessible.

Paul D. Planchon
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Introduction

Background

Prior to the first National Postsecondary Student Aid Study conducted in 1986–87 (NPSAS:87), a single comprehensive source of information about postsecondary students was not available. Data collected for NPSAS:87 was designed to answer fundamental questions about financial aid, examining in detail students' education expenses, sources, and types of financial aid. Along with this information, comprehensive sociodemographic data describing postsecondary students were collected. These data served as a basis for the first profile of undergraduate students published in 1990.[1] It represented the first synthesis of undergraduates' socioeconomic characteristics, their academic backgrounds, programs, and objectives. Since its publication, a subsequent NPSAS survey has been conducted (NPSAS:90). This study provides information similar to that provided by NPSAS:87 for students enrolled in postsecondary education in 1989–90, with one important difference. NPSAS:90 surveyed a representative sample of students enrolled throughout the entire 1989–90 academic year, rather than only those enrolled in the fall term. Thus, more non-fall and fall estimates of enrollments and information about students attending all types of postsecondary institutions are now available. NPSAS is scheduled to be conducted every 3 years, making it a good source for examining changing trends in the characteristics of students attending postsecondary institutions.

Purpose of the Report

The purpose of this report is similar to that of the first undergraduate profile, to provide an in-depth description of students enrolled in postsecondary education in the academic year 1989-90. Because NPSAS:90 surveyed students enrolled throughout the academic year, it is not directly comparable to NPSAS:87. However, a trend report comparing fall 1989 enrollees with those enrolled in the fall of 1986 is forthcoming.

Many detailed statistics are presented in this report, which makes it a valuable reference. In addition, statistics of major interest are discussed in the text and are also graphically represented.

Organization of the Report

Each chapter of this report emphasizes a particular descriptive aspect of undergraduate students and enrollment in American postsecondary institutions. Chapter I provides overall enrollment statistics for 1989–90 as well as a historical overview of postsecondary enrollment beginning in 1969. Chapter II details 1989–90 enrollment according to institution type, students' attendance status (full time or part time), housing arrangements, students' fields of study, and whether or not first-year students participated in remedial education. Chapter III describes the demographic characteristics of undergraduates including gender, race–ethnicity, age, and family characteristics. Chapter IV compares students enrolled in the fall term with those enrolled in non-fall terms. Chapter V examines undergraduates' academic preparation for entering postsecondary education. In addition, this chapter also presents historical data on SAT and ACT scores. Sources of financial support and who receives it are presented in chapter VI. The seventh and final chapter examines undergraduates' educational objectives.

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[1]U.S. Dept. of Education, National Center for Education Statistics (NCES), *Profile of Undergraduates in American Postsecondary Institutions*, 1990 (Washington, D.C.).

Each chapter of this report presents a series of tables containing data related to the chapter's topic, preceded by a brief written and graphic summary of the highlights. Differences among groups reported in the text were evaluated using a two-tailed **t**-test adjusted for multiple paired comparisons (Bonferonni adjustment). Differences reported are significant to the .05 level for each family of tests. An explanation of this procedure is given in the technical notes in appendix B. Not all significant findings are discussed.

The percentages reported in the tables are all row percentages. For example, in table II.1a, the second row, first column reads: among male undergraduates attending postsecondary institutions, 77.5 percent were enrolled in public institutions in the 1989–90 Academic Year.

While most of the data presented in this report come from NPSAS:90, additional enrollment statistics are also presented from the 1989–90 Integrated Postsecondary Education Data System (IPEDS) survey of institutions. Specifically, total fall enrollment in all postsecondary institutions and in institutions of higher education over the last two decades (chapter 1) originated from IPEDS. IPEDS includes data on all 4-year and 2-year institutions, all public less-than-2-year institutions, and a sample of private, not-for-profit and private, for-profit less-than-2-year institutions. IPEDS served as the primary sampling frame for the sample of NPSAS:90 institutions. The relationship between IPEDS and NPSAS is shown in appendix B, table B.1.

A glossary is provided as appendix A. Readers should consult this glossary for the definition of many of the terms used throughout the text.

Chapter I

Historical Overview of Undergraduate Fall Enrollment

In the fall of 1989, total undergraduate enrollment in American postsecondary institutions reached 12.7 million, with 7.7 million, or 61 percent, of undergraduates enrolled full time and the remaining 5 million enrolled part time (table I.1).[2] Slightly more than one-half (6.6 million, or 52 percent) of all undergraduates were enrolled in 4-year institutions, 5.4 million (43 percent) were enrolled in 2-year institutions, and 708,000 (6 percent) were enrolled in less-than-2-year institutions.[3] About 11.5 million were enrolled in higher education institutions.

Among 2- and 4-year institutions, the majority of undergraduates were enrolled in the public sector: 70 percent of students in 4-year institutions and 93 percent of those in 2-year institutions. In less-than-2-year institutions, on the other hand, 73 percent were enrolled in private, for-profit institutions.[4]

Table I.1—Total undergraduate enrollment in all postsecondary institutions, by offering level, control, and attendance status (in thousands): Fall 1989

	All institutions	Public	All private	Private not-for-profit	Private for-profit
Total	12,698	9,728	2,970	2,148	822
Full-time	7,717	5,332	2,385	1,650	735
Part-time	4,981	4,396	585	498	87
4-year	6,625	4,613	2,013	1,958	55
Full-time	5,006	3,466	1,541	1,497	44
Part-time	1,619	1,147	472	461	11
2-year	5,365	4,988	376	126	250
Full-time	2,003	1,739	263	881	55
Part-time	3,362	3,249	113	38	75
Less-than-2-year	708	127	581	65	516

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 Integrated Postsecondary Education Data System, "Institutional Characteristics Survey."

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[2]Note that fall enrollment differs from full-year enrollment. This distinction can be important when counting students in less-than-4-year institutions, many of which have short-term programs. A count of fall enrollment can lead to an underestimation of the number of students who enroll during a year.

[3]The numbers in table I.1 are higher than those in tables I.2 and I.3, because tables I.2 and I.3 include only enrollment in institutions of higher education, while table I.1 includes enrollment in all postsecondary institutions. The term "institution of higher education" (as defined in IPEDS) refers to institutions accredited at the collegiate level by an agency recognized by the Secretary of the U.S. Department of Education. Many of these institutions offer bachelor's and/or associate's degrees.

[4]The response rate for private not-for-profit and private for-profit institutions in the 1989 IPEDS was 72 percent and 70 percent, respectively, compared with 80 percent for public institutions.

Between 1969 and 1989, total undergraduate enrollment in institutions of higher education (a subset of all postsecondary institutions) grew from 6.9 million to 11.5 million, an increase of 68 percent (table I.2). Most of this growth occurred during the 1970s, with total enrollment reaching 10.8 million by 1981. Between 1981 and 1985, enrollment did not increase substantially, and even dropped to 10.6 million in 1985. Since 1985, however, enrollment has been increasing again, although at a slower rate than during the 1970s. Between 1985 and 1989, total undergraduate enrollment in higher education institutions increased from 10.6 million to 11.5 million.

Part-time enrollment showed the greatest increase over the years rising 153 percent, from 1.9 million to 4.8 million, between 1969 and 1989 (table I.2). Full-time enrollment, however, grew only 36 percent during this same period. While part-time enrollment of women more than tripled, increasing 231 percent, from 837,000 in 1969 to 2.8 million in 1989, part-time enrollment of men grew only about 90 percent, from 1.1 million in 1969 to 2.0 million 1989.

Growth has been greater in the public sector than in the private sector (table I.3). In 1969, 5.2 million undergraduate students were enrolled in public institutions of higher education. By 1989, the number had risen to 9.3 million, an increase of 80 percent. In contrast, enrollment at private institutions grew only about 30 percent during this period, from 1.7 million to 2.3 million.

Table I.2— Total undergraduate enrollment in institutions of higher education, by sex and attendance status (in thousands): Fall 1969 to fall 1990

				Men		Women	
	Total	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
1969	6,884	4,991	1,893	2,952	1,056	2,039	837
1970	7,376	5,280	2,096	3,097	1,157	2,183	939
1971	7,743	5,512	2,231	3,201	1,217	2,311	1,014
1972	7,941	5,488	2,453	3,121	1,308	2,367	1,145
1973	8,261	5,580	2,681	3,135	1,403	2,445	1,278
1974	8,798	5,726	3,072	3,191	1,574	2,535	1,498
1975	9,679	6,169	3,510	3,459	1,798	2,710	1,712
1976	9,429	6,030	3,399	3,242	1,660	2,788	1,739
1977	9,717	6,093	3,621	3,188	1,709	2,906	1,914
1978	9,691	5,967	3,724	3,072	1,694	2,895	2,030
1979	9,998	6,080	3,919	3,087	1,734	2,993	2,185
1980	10,475	6,362	4,113	3,227	1,773	3,135	2,340
1981	10,755	6,449	4,306	3,261	1,848	3,188	2,458
1982	10,825	6,484	4,341	3,299	1,871	3,184	2,470
1983	10,846	6,514	4,332	3,304	1,854	3,210	2,478
1984	10,618	6,348	4,270	3,195	1,812	3,153	2,459
1985	10,597	6,320	4,277	3,156	1,806	3,163	2,471
1986	10,798	6,348	4,449	3,146	1,871	3,206	2,575
1987	11,046	6,463	4,584	3,164	1,905	3,299	2,679
1988	11,304	6,636	4,668	3,205	1,929	3,431	2,739
1989	11,538	6,764	4,774	3,295	2,000	3,469	2,774

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, *Digest of Education Statistics 1991*, Washington, D.C.

Table I.3—Total enrollment in public and private institutions of higher education, by sex (in thousands): Fall 1969 to fall 1989

		Total		Men		Women	
	Total	Public	Private	Public	Private	Public	Private
1969	6,884	5,159	1,725	2,997	1,011	2,162	714
1970	7,376	5,628	1,748	3,241	1,013	2,387	735
1971	7,743	6,007	1,736	3,427	991	2,580	745
1972	7,941	6,223	1,718	3,467	962	2,756	756
1973	8,261	6,522	1,739	3,579	959	2,943	780
1974	8,798	7,031	1,767	3,799	966	3,232	801
1975	9,679	7,826	1,853	4,245	1,012	3,581	841
1976	9,429	7,617	1,812	3,949	953	3,668	859
1977	9,714	7,842	1,872	3,937	959	3,905	913
1978	9,691	7,786	1,905	3,812	954	3,974	951
1979	9,998	8,046	1,951	3,865	956	4,181	995
1980	10,475	8,441	2,033	4,014	985	4,427	1,048
1981	10,755	8,648	2,106	4,090	1,018	4,558	1,088
1982	10,825	8,713	2,112	4,140	1,031	4,573	1,081
1983	10,846	8,697	2,149	4,117	1,042	4,580	1,107
1984	10,618	8,494	2,124	3,990	1,017	4,504	1,107
1985	10,597	8,478	2,120	3,953	1,010	4,525	1,110
1986	10,798	8,672	2,125	4,007	1,011	4,665	1,114
1987	11,046	8,919	2,128	4,076	992	4,842	1,135
1988	11,304	9,099	2,205	4,112	1,022	4,887	1,183
1989	11,538	9,283	2,255	4,238	1,057	5,045	1,198

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, *Digest of Education Statistics 1991*, Washington, D.C.

Chapter II

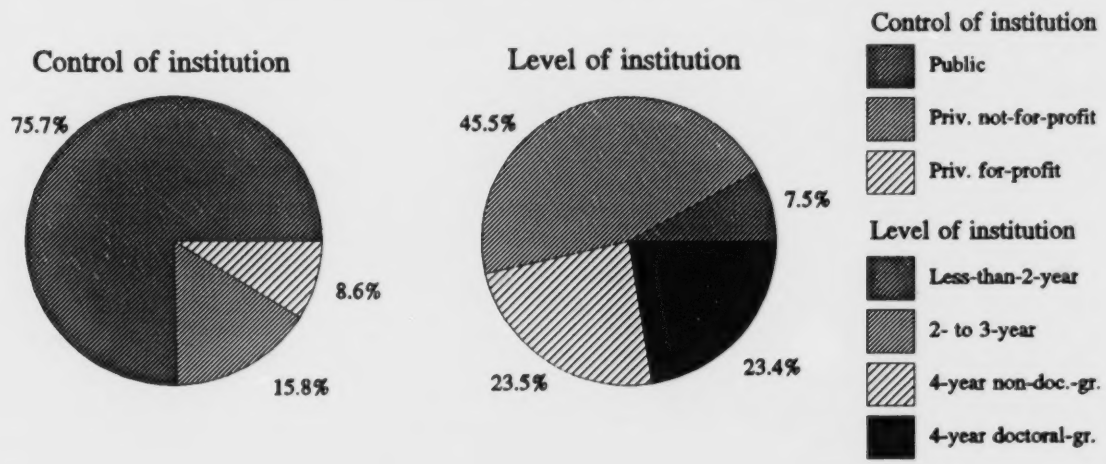
Enrollment Characteristics

Students who wish to pursue their postsecondary education in American institutions have many options from which to choose, ranging from less-than-2-year vocational training to doctoral programs. Moreover, they can choose among institutions in the public or private sectors, including not-for-profit, or private, for-profit institutions. This chapter presents enrollment information on all types of postsecondary institutions for the academic year 1989–90. Also included is information about students' attendance status (full time or part time), housing arrangements, field of study, and whether or not first-year students received remedial education.

Types of Institutions Attended

In the 1989–90 academic year, 76 percent of all students who were enrolled in postsecondary institutions attended public institutions (figure II.1). In the private sector, 16 percent of undergraduates attended private, not-for-profit institutions and 9 percent attended private, for-profit institutions. Similar proportions of undergraduates attended less-than-4-year and 4-year institutions: 46 percent in 2- to 3-year institutions and 8 percent in less-than-2-year institutions compared with about 23 percent each in non-doctoral-granting or doctoral-granting institutions.

Figure II.1— Percentage distribution of undergraduate enrollment, by control and level of institution: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

For undergraduates, the choice of institution varied somewhat according to their racial–ethnic group, age, and financial dependency status. As is evident in table II.1a, Asian students were more likely to attend public institutions (81 percent) than either black or Hispanic

students (68 percent for each group). Black undergraduates, on the other hand, were more likely to attend private, for-profit institutions (20 percent) than either Asian (5 percent) or white undergraduates (6 percent). Hispanic students (15 percent) were also more likely than white students to attend private, for-profit institutions.

Younger students (age 23 or younger) attended private, not-for-profit institutions more often than did students age 30 or older (19 percent versus 11 percent). In contrast, younger students were less likely than older ones to attend public institutions (74 percent versus 82 percent). This pattern of older students attending in greater percentages than younger students, however, was only true for public 2- to 3-year institutions where nearly twice the percentage of students age 30 or older attended these institutions as did students age 23 or younger (tables II.1b and II.1c).

Table II.1a— Percentage distribution of undergraduate enrollment, by institution control, and by selected student and institutional characteristics: AY 1989–90

	Public	Private not-for-profit	Private for-profit
Total	75.7	15.8	8.6
Gender			
Male	77.5	16.3	6.2
Female	76.4	15.6	8.0
Race-ethnicity			
American Indian	78.4	10.4	11.3
Asian	81.2	13.5	5.3
Black, non-Hispanic	68.1	12.0	19.9
Hispanic	68.2	16.5	15.3
White, non-Hispanic	77.2	16.4	6.4
Age			
23 years or younger	74.4	19.4	6.3
24–29 years	78.8	11.7	9.5
30 years or older	82.0	10.6	7.4
Dependency status			
Dependent	74.1	20.9	5.0
Independent	77.3	11.0	11.6

Table II.1a— Percentage distribution of undergraduate enrollment, by institution control, and by selected student and institutional characteristics: AY 1989–90–Continued

	Public	Private not-for-profit	Private for-profit
Income and dependency			
Dependent student			
Less than $10,000	67.8	21.9	10.4
$10,000–19,999	72.9	18.3	8.8
$20,000–29,999	75.9	18.1	5.9
$30,000–39,999	78.1	17.1	4.8
$40,000–49,999	77.6	18.8	3.6
$50,000–59,999	76.7	20.5	2.8
$60,000–69,999	75.7	21.6	2.6
$70,000 or more	68.7	30.0	1.4
Independent student			
Less than $5,000	67.6	11.0	21.5
$5,000–9,999	72.8	10.4	16.8
$10,000–19,999	78.4	10.3	11.3
$20,000–29,999	81.6	10.9	7.5
$30,000–49,999	84.2	11.5	4.4
$50,000 or more	82.1	14.8	3.1
Attendance status			
Full-time	66.6	21.4	12.0
At least half-time	85.9	9.2	4.9
Less than half-time	90.9	7.5	1.6
Employment status			
No employment	77.1	13.2	9.7
Outside school period	77.0	17.6	5.4
Inside school period	75.4	16.5	8.1
Employed all times	82.1	13.4	4.5
Level of institution			
Less-than-2-year	18.9	5.9	75.2
2- to 3-year	92.0	2.7	5.3
4-year non-doctoral	59.9	38.1	2.0
4-year doctoral	77.9	22.0	0.1
Educational aspirations			
Voc-tech, less than 2 years	54.3	3.5	42.1
Voc-tech, 2 years and above	68.7	5.0	26.3
Some college or A.A.	85.0	4.3	10.6
Bachelor's degree	83.8	11.4	4.8
Advanced degree	76.9	20.6	2.4

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Table II.1b— Percentage distribution of undergraduate enrollment, by institution level, and by selected student and institutional characteristics: AY 1989–90

	Less-than-2-year	2- to 3-year	4-year non-doctoral granting	4-year doctoral granting
Total	7.5	45.5	23.5	23.4
Gender				
Male	5.7	44.2	24.0	26.1
Female	6.6	47.4	23.9	22.1
Race–ethnicity				
American Indian	9.4	57.3	16.0	17.3
Asian	4.2	49.3	20.7	25.9
Black, non-Hispanic	17.0	45.1	20.7	17.2
Hispanic	15.3	47.3	19.3	18.1
White, non-Hispanic	5.6	45.1	24.7	24.7
Age				
23 years or younger	4.7	35.9	28.1	31.3
24–29 years	8.3	53.2	20.0	18.6
30 years or older	7.8	64.8	17.0	10.4
Dependency status				
Dependent	3.7	33.3	29.5	33.5
Independent	10.9	57.0	18.0	14.1
Income and dependency				
Dependent student				
Less than $10,000	7.7	33.8	32.3	26.1
$10,000–19,999	7.3	38.8	27.5	26.4
$20,000–29,999	4.7	36.8	29.7	28.8
$30,000–39,999	2.9	36.0	29.0	32.2
$40,000–49,999	2.2	33.1	31.4	33.4
$50,000–59,999	2.1	31.4	30.7	35.8
$60,000–69,999	2.1	30.0	29.9	38.0
$70,000 or more	0.9	25.8	26.7	46.6
Independent student				
Less than $5,000	19.3	44.6	17.9	18.2
$5,000–9,999	14.2	49.1	18.3	18.5
$10,000–19,999	10.1	60.3	17.0	12.6
$20,000–29,999	8.2	62.5	17.8	11.5
$30,000–49,999	5.0	65.1	18.8	11.1
$50,000 or more	4.4	61.9	20.4	13.3
Attendance status				
Full-time	10.0	27.0	30.1	33.0
At least half-time	4.7	60.5	18.9	15.9
Less than half-time	2.0	76.2	12.9	8.9

Table II.1b— Percentage distribution of undergraduate enrollment, by institution level, by selected student and institutional characteristics: AY 1989–90–Continued

	Less-than-2-year	2- to 3-year	4-year non-doctoral-granting	4-year doctoral-granting
Employment status				
No employment	9.4	51.9	18.8	20.0
Outside school period	4.5	38.3	26.9	30.3
Inside school period	5.4	41.3	24.4	28.9
Employed all times	3.8	55.7	22.2	18.2
Control of institution				
Public	1.9	55.4	18.6	24.1
Private, not-for-profit	2.8	7.7	56.9	32.6
Private, for-profit	66.1	28.3	5.4	0.2
Educational aspirations				
Voc–tech, less than 2 years	47.1	48.4	3.5	0.9
Voc–tech, 2 years and above	26.9	64.7	6.0	2.4
Some college or A.A.	7.7	83.4	5.8	3.1
Bachelor's degree	3.6	56.8	21.6	18.0
Advanced degree	1.5	33.9	30.8	33.8

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Table II.1c— Percentage distribution of undergraduate enrollment, by institution level and control, and by selected student and institutional characteristics: AY 1989–90

	Public				Private not-for-profit				Private for-profit	
	Less-than-2-year	2- to 3-year	4-year non-doc.*	4-year doc.*	Less-than-2-year	2- to 3-year	4-year non-doc.*	4-year doc.*	Less-than-2-year	2-year or more
Total	1.4	41.9	14.1	18.2	0.4	1.2	9.0	5.2	5.7	2.9
Gender										
Male	1.6	41.3	14.3	20.2	0.4	1.0	9.0	5.9	3.7	2.5
Female	1.2	43.5	14.4	17.4	0.3	1.3	9.2	4.7	5.0	3.0
Race-ethnicity										
American Indian	0.8	54.1	9.3	14.1	0.2	0.6	6.4	3.2	8.4	2.9
Asian	0.2	47.5	15.2	18.3	0.4	0.4	5.1	7.6	3.6	1.7
Black, non-Hispanic	1.8	39.5	13.2	13.7	0.8	1.1	6.5	3.5	14.4	5.4
Hispanic	0.9	43.6	10.7	12.9	2.1	1.1	8.2	5.1	12.3	3.0
White, non-Hispanic	1.5	41.6	14.6	19.5	0.2	1.3	9.6	5.2	3.8	2.6
Age										
23 years or younger	1.0	32.5	16.8	24.2	0.2	1.4	10.7	7.1	3.5	2.7
24–29 years	1.5	49.1	13.0	15.1	0.7	1.1	6.5	3.4	6.1	3.4
30 years or older	2.3	61.7	9.8	8.3	0.6	0.9	7.0	2.1	4.9	2.5
Dependency status										
Dependent	0.8	30.2	17.4	25.7	0.1	1.4	11.6	7.8	2.8	2.2
Independent	2.0	52.8	11.1	11.4	0.7	1.0	6.5	2.7	8.1	3.5
Income and dependency										
Dependent student										
Less than $10,000	0.7	29.2	18.0	19.9	0.3	1.7	13.6	6.3	6.7	3.7
$10,000–19,999	1.5	34.6	16.2	20.6	0.1	1.4	10.9	5.8	5.6	3.2
$20,000–29,999	1.5	33.2	18.3	23.0	0.3	1.5	10.6	5.8	3.0	3.0
$30,000–39,999	0.6	32.5	18.1	26.9	0.1	1.6	10.2	5.2	2.2	2.5
$40,000–49,999	0.4	30.7	19.7	26.7	0.1	1.2	10.8	6.6	1.7	1.9
$50,000–59,999	0.8	29.4	18.7	27.8	0.1	0.9	11.5	8.1	1.2	1.6
$60,000–69,999	0.8	27.8	17.3	29.9	0.0	1.2	12.2	8.2	1.2	1.4
$70,000 or more	0.1	24.1	13.3	31.2	0.0	1.3	13.2	15.5	0.8	0.6
Independent student										
Less than $5,000	2.1	38.5	12.1	14.8	1.3	0.9	5.3	3.4	15.9	5.6
$5,000–9,999	1.9	43.5	12.3	15.1	0.5	1.3	5.3	3.3	11.8	5.0
$10,000–19,999	1.9	55.7	10.4	10.4	0.9	1.1	6.1	2.2	7.3	4.0
$20,000–29,999	2.3	59.5	11.0	8.9	0.6	1.2	6.6	2.5	5.3	2.1
$30,000–49,999	1.9	63.0	10.5	8.8	0.3	0.8	8.2	2.2	2.9	1.5
$50,000 or more	2.0	60.6	9.9	9.6	0.1	0.6	10.4	3.6	2.3	0.8
Attendance status										
Full-time	1.4	22.2	17.7	25.3	0.6	1.4	11.7	7.7	8.1	4.0
At least half-time	1.4	58.4	12.5	13.6	0.2	0.8	6.1	2.3	3.1	1.7
Less than half-time	1.0	74.9	7.8	7.2	0.0	0.7	5.0	1.8	0.9	0.6

Table II.1c— Percentage distribution of undergraduate enrollment, by institution level and control, and by selected student and institutional characteristics: AY 1989–90–Continued

	Public				Private not-for-profit				Private for-profit	
	Less-than-2-year	2- to 3-year	4-year non-doc.*	4-year doc.*	Less-than-2-year	2- to 3-year	4-year non-doc.*	4-year doc.*	Less-than-2-year	2-year or more
Employment status										
No employment	2.2	47.7	11.9	15.3	0.6	1.3	6.7	4.6	6.6	3.1
Outside school period	1.0	35.4	16.8	23.8	0.3	1.2	9.6	6.5	3.3	2.1
Inside school period	1.1	37.2	14.0	23.1	0.2	1.3	9.2	5.8	4.1	4.1
Employed all times	1.3	52.9	13.6	14.4	0.2	1.0	8.3	3.9	2.3	2.2
Educational aspirations										
Voc-tech, less than 2 yrs	10.1	41.3	2.2	0.8	2.0	0.6	0.8	0.2	35.1	7.0
Voc-tech, 2 yrs and above	9.4	54.0	3.4	1.9	1.3	1.8	1.3	0.5	16.1	10.2
Some college or A.A.	2.3	76.8	3.5	2.5	0.3	1.7	1.7	0.6	5.1	5.6
Bachelor's degree	1.1	53.2	14.2	15.4	0.2	1.6	7.0	2.6	2.4	2.5
Advanced degree	0.3	32.2	18.5	25.9	0.1	0.8	11.8	7.9	1.1	1.4

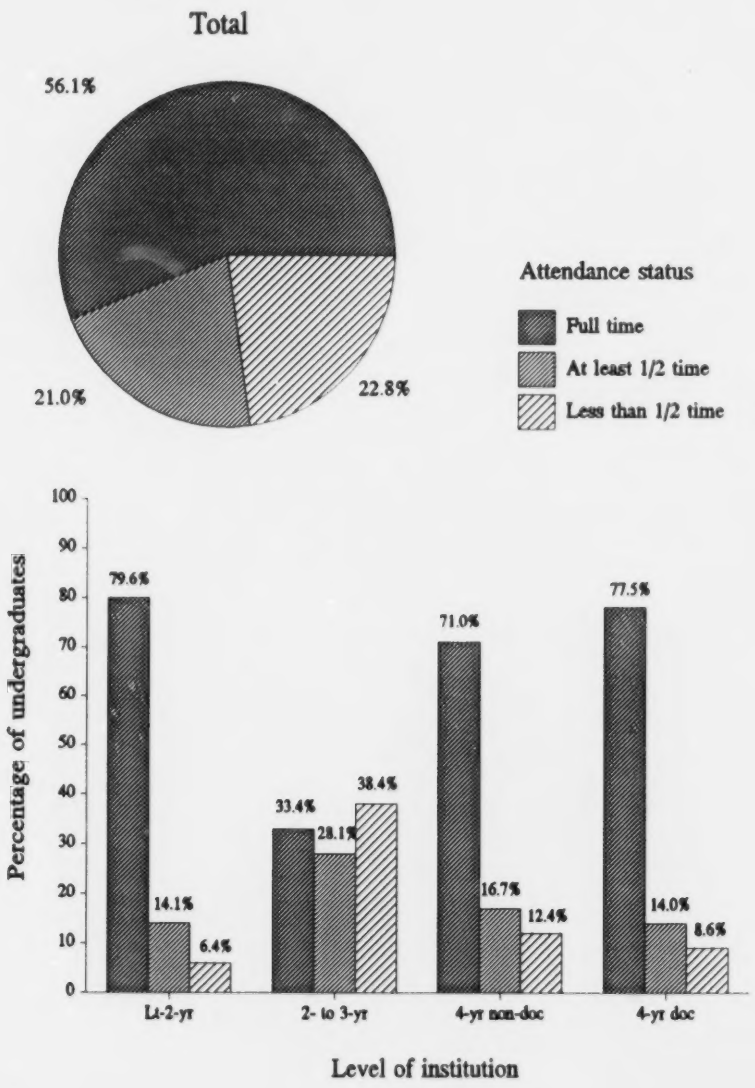
*Abbreviation for doctoral-granting.
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Attendance Status

The popularity of part-time enrollment in postsecondary education was apparent in the 1989-90 academic year. Only a slight majority (56 percent) of undergraduates attended school full time, while 21 percent and 23 percent, respectively, attended at least half time or less than half time (figure II.2).

Figure II.2—Percentage distribution of undergraduates by attendance status and level of institution: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

The prevalence of part-time enrollment, however, was primarily associated with enrollment in 2- to 3-year institutions, where only one-third of the students attended full time. By contrast, between 71 percent and 80 percent of undergraduates were enrolled full time at all other levels of institutions.

As shown in table II.2, attendance status differed only slightly according to gender, with males being more likely to attend school full time than females (58 percent versus 54 percent). Age, on the other hand, was more prominently associated with attendance status. Younger students, especially those 23 years old or younger, attended school full time in greater proportions (73 percent) than either students 24 to 29 years old (39 percent), or students 30 years or older (26 percent). Similarly, students who were financially dependent on their parents (who, by definition, tend to be in the youngest age group) were much more likely to attend school full time (76 percent) than were financially independent students (38 percent).

Attendance status tended to vary according to undergraduates' educational aspirations and their employment status. Students who aspired to earn an advanced degree were more likely to attend school full time (62 percent) than either students who aspired to complete a bachelor's degree (49 percent), or those who expected to obtain 2 years or more of vocational-technical training (50 percent). Students employed at all times (during and outside the school term) were less likely to attend school full time (39 percent) than were students who were not employed (56 percent), or students who were either employed only during the school term (66 percent) or only outside of the school term (68 percent).

Table II.2— Percentage distribution of undergraduates' attendance status, by selected student and institutional characteristics: AY 1989–90

	Full time	At least half time	Less than half time
Total	56.1	21.0	22.8
Gender			
Male	58.0	20.4	21.6
Female	54.1	21.7	24.2
Race–ethnicity			
American Indian	53.9	23.7	22.4
Asian	57.4	19.1	23.6
Black, non-Hispanic	59.0	22.7	18.3
Hispanic	55.7	24.7	19.7
White, non-Hispanic	55.8	20.5	23.7
Age			
23 years or younger	73.2	16.6	10.2
24–29 years	39.3	28.2	32.5
30 years or older	26.0	27.0	47.0
Dependency status			
Dependent	75.9	15.1	9.0
Independent	37.6	26.7	35.8
Income and dependency			
Dependent student			
Less than $10,000	77.3	13.3	9.4
$10,000–19,999	73.2	17.1	9.7
$20,000–29,999	75.5	15.8	8.7
$30,000–39,999	75.0	15.0	10.0
$40,000–49,999	77.4	14.2	8.4
$50,000–59,999	76.9	16.2	6.9
$60,000–69,999	78.1	14.0	8.0
$70,000 or more	75.2	15.1	9.6
Independent student			
Less than $5,000	64.6	20.8	14.7
$5,000–9,999	54.7	24.2	21.0
$10,000–19,999	35.1	30.8	34.2
$20,000–29,999	24.3	28.3	47.5
$30,000–49,999	17.9	26.8	55.3
$50,000 or more	15.8	29.1	55.1
Employment status			
No employment	56.2	21.5	22.4
Outside school period	68.2	17.2	14.6
Inside school period	65.9	20.1	14.0
Employed all times	38.7	25.3	36.0
Control of institution			
Public	49.1	23.7	27.2
Private, not-for-profit	76.6	12.4	11.0
Private, for-profit	82.9	12.6	4.5

Table II.2— Percentage distribution of undergraduates' attendance status, by selected student and institutional characteristics: AY 1989–90–Continued

	Full time	At least half time	Less than half time
Level of institution			
Less-than-2-year	79.6	14.1	6.4
2- to 3-year	33.4	28.1	38.4
4-year non-doctoral	71.0	16.7	12.4
4-year doctoral	77.5	14.0	8.6
Institution type and control			
Public			
Less-than-2-year	59.2	23.0	17.8
2- to 3-year	29.8	29.3	40.8
4-year non-doctoral	69.2	18.4	12.4
4-year doctoral	76.0	15.3	8.8
Private, not-for-profit			
Less-than-2-year	91.0	8.8	0.2
2- to 3-year	71.4	13.9	14.6
4-year non-doctoral	73.1	14.2	12.7
4-year doctoral	82.9	9.3	7.9
Private, for-profit			
Less-than-2-year	83.8	12.3	4.0
2-year or more	81.4	13.2	5.4
Educational aspirations			
Voc-tech, less than 2 years	52.4	17.9	29.7
Voc-tech, 2 years and above	49.5	25.1	25.4
Some college or A.A.	32.2	24.3	43.5
Bachelor's degree	49.4	24.5	26.0
Advanced degree	62.3	19.3	18.4

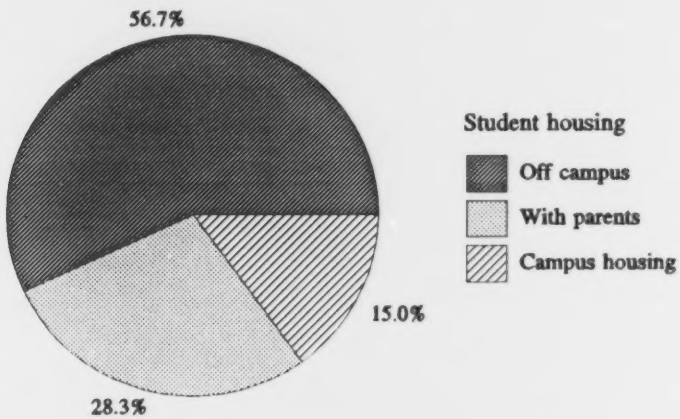
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Housing Arrangements

In the academic year 1989–90, a majority of undergraduates lived off campus (57 percent) (figure II.3). Slightly more than one-quarter (28 percent) resided with their parents, while 15 percent lived in campus housing. Not surprisingly, where students lived was highly associated with their age and the type of institution they attended.

Figure II.3— Percentage distribution of undergraduates, by housing arrangements: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Younger undergraduate students (age 23 or younger) lived in campus housing or with their parents (25 percent and 41 percent, respectively) much more often than did older students (table II.3). For example, only 1 percent and 5 percent, respectively, of students 30 years or older lived on campus or with their parents.

Undergraduates attending private, not-for-profit institutions were more likely to live in campus housing (40 percent) than either students attending public institutions (11 percent) or those attending private, for-profit institutions (3 percent). This was especially true for private 4-year institutions (both doctoral- and non-doctoral-granting), where students were equally likely to live on campus (about 43 percent) as they were to live off campus (about 39 percent). By contrast, undergraduates attending public or private, for-profit institutions were more likely than were those attending private, not-for-profit institutions (41 percent) to live off campus (59 percent and 65 percent, respectively). In addition, students in private, for-profit institutions were more likely to live with their parents than those attending private, not-for-profit institutions (32 percent versus 19 percent).

Table II.3—Percentage distribution of undergraduates' housing arrangements, by selected student and institutional characteristics: AY 1989–90

	Campus housing	Off campus	With parents
Total	15.0	56.7	28.3
Gender			
Male	16.8	53.3	29.9
Female	14.2	58.5	27.3
Race–ethnicity			
American Indian	11.9	62.3	25.9
Asian	13.2	50.7	36.0
Black, non-Hispanic	15.3	55.9	28.8
Hispanic	7.3	51.1	41.7
White, non-Hispanic	16.0	57.7	26.3
Age			
23 years or younger	25.3	33.7	41.0
24–29 years	2.8	75.9	21.3
30 years or older	1.1	94.2	4.7
Dependency status			
Dependent	28.5	28.6	42.9
Independent	2.7	82.4	14.9
Income and dependency			
Dependent student			
Less than $10,000	26.2	30.8	43.1
$10,000–19,999	22.3	26.8	50.8
$20,000–29,999	25.6	26.1	48.3
$30,000–39,999	27.1	27.7	45.2
$40,000–49,999	29.7	26.3	44.0
$50,000–59,999	31.5	25.8	42.7
$60,000–69,999	29.6	32.2	38.2
$70,000 or more	35.2	33.3	31.5
Independent student			
Less than $5,000	6.4	70.4	23.2
$5,000–9,999	4.2	71.1	24.6
$10,000–19,999	1.7	80.3	18.0
$20,000–29,999	1.2	89.6	9.2
$30,000–49,999	0.8	96.1	3.2
$50,000 or more	1.5	95.9	2.7
Attendance status			
Full-time	25.8	45.0	29.2
At least half-time	3.0	64.3	32.7
Less than half-time	1.1	77.1	21.8

Table II.3—Percentage distribution of undergraduates' housing arrangements, by selected student and institutional characteristics: AY 1989–90–Continued

	Campus housing	Off campus	With parents
Employment status			
No employment	12.4	62.5	25.1
Outside school period	23.1	45.6	31.3
Inside school period	17.5	50.8	31.7
Employed all times	8.4	64.1	27.6
Control of institution			
Public	11.1	59.1	29.8
Private, not-for-profit	40.3	40.7	19.0
Private, for-profit	3.2	64.6	32.2
Level of institution			
Less-than-2-year	1.5	68.1	30.5
2- to 3-year	2.2	63.3	34.5
4-year non-doctoral	29.5	46.1	24.5
4-year doctoral	29.8	50.8	19.5
Institution type and control			
Public			
Less-than-2-year	1.9	68.4	29.6
2- to 3-year	1.4	64.1	34.6
4-year non-doctoral	21.6	50.0	28.4
4-year doctoral	26.1	54.0	19.9
Private, not-for-profit			
Less-than-2-year	0.9	75.9	23.2
2- to 3-year	27.6	43.0	29.4
4-year non-doctoral	42.5	39.5	18.1
4-yr doctoral	42.9	39.2	18.0
Private, for-profit			
Less-than-2-year	1.4	67.4	31.3
2-year or more	6.8	59.2	34.0
Educational aspirations			
Voc–tech, less than 2 years	2.3	68.8	29.0
Voc–tech, 2 years and above	3.4	62.0	34.6
Some college or A.A.	3.0	69.0	28.0
Bachelor's degree	11.8	56.2	32.0
Advanced degree	20.0	53.7	26.3

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Fields of Study

In 1989-90, students were more likely to report business-marketing as their field of study (26 percent) than any other vocational or academic field (tables II.4a and II.4b). The proportion of students studying business-marketing differed according to their gender and educational goals. Females were slightly more likely to study business-marketing than were males (27 versus 24 percent). In addition, students who aspired to earn a bachelor's degree reported business-marketing as their field of study (28 percent) more often than did those who aspired to earn an advanced degree (23 percent). Undergraduates who were seeking vocational-technology training, on the other hand, were just as likely to report their field of study as trades and industry (about 23 percent) as they were to report it as business-marketing (23 percent). Following business-marketing, roughly equal proportions (about 10 percent) of students reported their field of study to be in technology-engineering or education-public service.

Most gender differences followed stereotypical patterns: males were more likely than females to be in trades and industry (8 percent versus 1 percent), technology and engineering (21 percent versus 7 percent), and science and math (5 percent versus 3 percent). Females, more often than males, reported studying occupational and home economics (7 percent versus 3 percent), health (8 percent versus 5 percent), and education-public service (11 percent versus 7 percent).

In addition to gender differences, across racial-ethnic groups, students varied somewhat in their reported fields of study. In vocational fields, for example, black students were more likely than Asian students to report health as their field of study (10 percent compared with 5 percent). Asian students, on the other hand, were more likely than any other racial-ethnic group except American Indians to report studying technology and engineering (23 percent compared with 15 percent or fewer for other groups), and were the least likely to report studying education-public service (3 percent compared with 8 percent or more). In academic fields, Asian students were more likely to report math or science as their field of study (7 percent) than all other racial-ethnic groups (2 percent to 4 percent) except Hispanics.[5]

Finally, the educational level of their parents had some bearing on the academic fields of study that undergraduates pursued. For example, students whose parents had advanced degrees were more likely to study math, science, or social science than undergraduates whose parents had less than a bachelor's degree.

[5]Because of the small sample of American Indians, the apparently large difference between this group and Asians was not statistically different.

Table II.4a— Percentage distribution of vocational fields of study of undergraduates, by selected student and institutional characteristics: AY 1989–90*

	Agri-culture	Busi-ness/ mktg.	Health	Occup. home econ.	Trades and indus.	Tech. and engin.	Educ./ public service	Communi-cations
Total	0.6	25.8	6.9	5.1	4.4	13.2	9.4	1.4
Gender								
Male	1.0	23.6	4.7	2.5	8.4	21.0	7.4	1.4
Female	0.4	27.0	8.3	6.6	0.8	6.9	11.2	1.4
Race-ethnicity								
Native American	1.5	26.1	7.7	2.2	6.2	15.6	10.0	0.1
Asian	0.4	25.2	4.5	4.9	4.8	23.4	2.9	1.2
Black, non-Hispanic	0.0	31.3	9.7	9.0	4.5	11.4	7.7	1.6
Hispanic	0.2	28.5	5.7	5.8	5.1	15.4	9.9	1.3
White, non-Hispanic	0.8	24.7	6.7	4.6	4.3	12.6	9.9	1.4
Age								
23 years or less	0.8	25.0	6.5	4.9	3.1	13.2	9.2	1.6
24–29 years	0.5	26.2	6.8	4.9	5.9	15.1	8.8	1.3
30 years or more	0.4	26.3	6.8	4.7	5.7	12.4	11.0	0.9
Dependency status								
Dependent	0.9	24.7	6.4	4.7	2.7	13.1	9.2	1.7
Independent	0.4	26.8	7.3	5.4	5.9	13.4	9.6	1.0
Income and dependency								
Dependent student								
Under $10,000	0.9	27.4	6.5	6.0	3.0	12.5	9.3	1.2
$10,000-19,999	0.5	25.6	7.7	6.1	3.8	12.9	8.5	1.5
$20,000-29,999	1.3	26.7	6.8	4.8	3.0	13.1	8.7	1.3
$30,000-39,999	0.9	22.5	7.0	3.8	2.8	13.5	11.0	2.0
$40,000-49,999	0.8	22.8	6.4	4.2	3.2	14.7	10.2	1.3
$50,000-59,999	1.7	22.8	5.7	4.4	2.7	11.9	10.6	2.0
$60,000-69,999	1.2	23.0	5.8	5.5	1.9	12.8	8.8	2.8
$70,000 plus	0.5	26.0	4.8	3.5	1.1	12.6	6.5	2.0
Independent student								
Under $5,000	0.4	27.0	8.6	7.7	6.4	11.8	7.2	1.2
$5,000-9,999	0.5	26.5	8.2	6.8	6.2	11.9	9.6	1.0
$10,000-19,999	0.3	26.8	7.0	5.3	6.2	15.2	9.4	1.3
$20,000-29,999	0.6	26.6	6.9	4.3	6.7	14.2	9.8	1.0
$30,000-49,999	0.3	27.0	6.3	3.5	4.4	14.5	11.5	0.9
$50,000 plus	0.0	25.9	6.1	3.5	4.6	10.2	12.0	0.2
Parents' education								
Less than high school	0.2	29.0	7.0	6.2	6.5	12.6	9.4	0.6
High school grad/GED	0.9	27.2	7.0	4.6	5.2	13.3	10.4	1.0
Postsecondary voc. training	0.8	21.4	8.4	3.4	3.7	15.6	10.1	2.0
Some college or A.A.	0.6	24.9	6.4	4.6	3.6	13.8	10.4	1.6
Bachelor's degree	0.8	24.9	6.1	4.0	2.5	13.8	8.7	1.8
Advanced degree	0.8	20.6	6.1	3.6	1.8	13.4	8.3	1.7

Table II.4a— Percentage distribution of vocational fields of study of undergraduates, by selected student and institutional characteristics: AY 1989–90* –Continued

	Agri-culture	Busi-ness/ mktg.	Health	Occup. home econ.	Trades and indus.	Tech. and engin.	Educ./ public service	Communi-cations
Level of undergraduate class								
1st year–freshman	0.6	27.0	7.7	6.6	6.7	13.5	8.2	1.3
2nd year–sophomore	0.6	26.6	6.6	3.8	3.6	13.6	9.4	1.1
3rd year–junior	0.9	23.9	5.9	3.9	0.9	11.9	10.8	1.9
4th year–senior	0.8	22.8	5.7	3.8	1.2	12.6	11.5	1.7
5th year–undergraduate	0.1	15.8	4.0	4.0	2.6	14.9	15.8	1.5
Attendance status								
Full-time	0.9	25.1	7.6	5.7	3.8	13.1	9.3	1.5
At least half-time	0.4	27.1	6.2	5.2	4.2	12.9	9.0	1.2
Less than half-time	0.3	26.8	5.3	2.9	5.0	13.4	11.0	0.9
Educational aspirations								
Voc–tech, less than 2 years	0.4	23.2	9.9	18.0	21.7	11.0	3.7	0.7
Voc–tech, 2-years and above	1.1	22.7	7.5	7.7	22.6	16.0	3.6	1.1
Some college or A.A.	0.6	31.0	7.3	5.9	8.6	12.4	8.4	1.3
Bachelor's degree	0.8	28.2	6.9	4.4	3.2	14.9	9.4	1.2
Advanced degree	0.7	22.8	6.0	3.2	1.5	13.0	10.6	1.4
Institution type and control								
Public								
Less-than-2-year	0.1	17.7	12.8	7.8	29.4	11.9	11.7	1.5
2- to 3-year	0.4	26.5	7.1	3.2	5.4	12.8	9.1	0.7
4-year non-doctoral	0.7	23.1	5.6	3.5	1.0	10.5	17.4	1.9
4-year doctoral	1.6	20.5	5.6	3.7	1.0	15.3	9.2	2.4
Private, not-for-profit								
Less-than-2-year	0.0	33.2	15.2	5.9	23.3	7.5	0.9	2.0
2- to 3-year	2.6	26.8	10.6	10.5	3.0	6.6	5.0	0.3
4-year non-doctoral	0.2	31.4	6.1	3.4	0.7	8.6	9.3	0.6
4-year doctoral	0.3	23.6	5.9	2.3	0.5	15.9	5.7	1.3
Private, for-profit								
Less-than-2-year	0.0	26.4	10.1	24.5	13.3	15.1	3.0	1.9
2-year or more	0.0	45.1	7.4	6.7	7.4	25.2	1.8	2.5
Level of institution								
Less-than-2-year	0.0	25.1	10.9	20.3	16.9	14.1	4.5	1.8
2- to 3-year	0.5	28.0	7.3	3.7	5.6	13.0	8.4	0.9
4-year non-doctoral	0.5	26.5	5.7	3.4	0.8	11.1	13.9	1.3
4-year doctoral	1.3	21.2	5.6	3.4	0.9	15.4	8.5	2.2
Control of institution								
Public	0.8	24.1	6.6	3.5	4.0	13.0	10.8	1.4
Private, not-for-profit	0.4	28.6	6.8	3.7	1.5	10.7	7.5	0.8
Private, for-profit	0.0	32.7	9.2	18.5	11.3	18.5	2.6	2.1

*Based on groupings of 2-digit level Classification of Instructional Program (CIP) codes.
NOTE: Sum over tables II.4a and II.4b for total. May not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Table II.4b— Percentage distribution of academic fields of study of undergraduates, by selected student and institutional characteristics: AY 1989–90*

	Letters/ language	Human- ities	Science and math	Social science	Fine arts	General study/other
Total	2.4	1.6	4.1	5.7	4.0	15.5
Gender						
Male	1.9	2.4	5.2	5.5	3.8	11.1
Female	2.9	1.1	3.4	5.9	4.3	19.6
Race–ethnicity						
Native American	1.1	5.0	1.8	3.3	3.9	15.7
Asian	3.0	1.0	7.1	5.3	4.2	11.9
Black, non-Hispanic	1.0	0.9	3.4	3.9	1.9	13.8
Hispanic	2.0	1.0	4.5	3.8	3.9	12.9
White, non-Hispanic	2.6	1.8	4.0	6.1	4.3	16.2
Age						
23 years or less	2.7	1.9	5.2	7.2	4.8	13.9
24–29 years	2.4	1.4	3.6	4.5	3.0	15.5
30 years or more	1.9	1.2	2.1	3.1	3.2	20.3
Dependency status						
Dependent	2.8	2.0	5.6	7.6	5.0	13.6
Independent	1.9	1.3	2.8	3.8	3.1	17.3
Income and dependency						
Dependent student						
Under $10,000	1.4	1.9	5.2	6.6	4.0	13.9
$10,000–19,999	2.2	1.9	4.3	6.5	4.7	13.8
$20,000–29,999	2.7	1.9	4.9	6.3	4.8	13.6
$30,000–39,999	2.9	1.5	5.9	6.6	5.2	14.3
$40,000–49,999	2.9	1.8	6.1	7.6	5.3	12.4
$50,000–59,999	3.1	2.1	6.5	6.2	5.9	14.0
$60,000–69,999	3.3	2.0	5.5	8.5	4.9	14.0
$70,000 plus	4.2	2.7	6.3	11.7	5.2	12.6
Independent student						
Under $5,000	2.1	1.6	3.6	4.9	3.5	14.0
$5,000–9,999	1.8	1.4	3.2	4.8	3.0	15.1
$10,000–19,999	1.4	1.1	2.5	4.0	3.5	16.1
$20,000–29,999	1.7	1.5	1.6	2.4	2.0	20.4
$30,000–49,999	2.3	1.1	2.9	2.6	2.7	19.9
$50,000 plus	3.8	0.7	2.3	4.0	4.0	22.7
Parents' education						
Less than high school	1.3	1.0	2.5	3.1	2.7	17.9
High school grad/GED	1.8	1.3	3.1	4.5	3.2	16.4
Postsecondary voc. training	2.0	0.9	3.8	5.6	5.3	17.0
Some college or A.A.	2.0	1.4	4.0	6.2	4.1	16.6
Bachelor's degree	3.5	1.8	5.7	7.4	5.2	13.9
Advanced degree	4.7	3.1	7.4	9.2	6.0	13.1

Table II.4b— Percentage distribution of academic fields of study of undergraduates, by selected student and institutional characteristics: AY 1989–90* –Continued

	Letters/ language	Human- ities	Science and math	Social science	Fine arts	General study/other
Level of undergraduate class						
1st year–freshman	1.3	0.9	2.6	2.9	3.3	17.4
2nd year–sophomore	2.4	1.3	4.3	5.5	4.3	17.1
3rd year–junior	4.1	2.9	6.4	10.9	4.4	11.2
4th year–senior	4.2	3.2	6.6	10.5	5.3	10.1
5th year–undergraduate	3.6	4.0	5.7	6.0	5.7	16.4
Attendance status						
Full-time	2.5	2.0	4.8	6.7	4.5	12.3
At least half-time	2.3	1.0	2.8	4.4	2.8	20.5
Less than half-time	2.1	1.0	2.9	3.5	3.6	21.4
Educational aspirations						
Voc–tech, less than 2 years	0.4	0.2	0.9	0.6	1.0	8.5
Voc–tech, 2 years and above	0.2	0.2	1.1	0.7	1.7	13.8
Some college or A.A.	1.4	0.7	1.3	0.9	3.2	17.1
Bachelor's degree	1.7	1.1	2.7	3.2	4.5	17.7
Advanced degree	3.3	2.3	6.3	9.2	4.3	15.3
Institution type						
Public						
Less-than-2-year	0.0	0.1	0.4	0.3	1.4	4.9
2- to 3-year	1.7	0.6	2.7	2.5	3.0	24.2
4-year non-doctoral	3.6	1.5	5.6	9.1	4.4	12.0
4-year doctoral	3.5	1.8	6.8	10.2	5.9	12.3
Private, not-for-profit						
Less-than-2-year	0.4	0.6	5.8	0.0	0.0	5.4
2- to 3-year	0.8	2.8	1.0	1.3	4.6	24.0
4-year non-doctoral	3.3	5.7	6.7	8.3	5.8	10.0
4-year doctoral	4.0	4.9	6.7	13.3	5.8	9.3
Private, for-profit						
Less-than-2-year	0.4	0.3	0.0	0.0	2.0	2.9
2- or more years	0.0	0.2	0.0	0.0	1.5	2.2
Level of institution						
Less-than-2-year	0.3	0.3	0.4	0.1	1.8	3.4
2- to 3-year	1.6	0.6	2.5	2.3	3.0	22.7
4-year non-doctoral	3.4	3.0	5.9	8.6	4.8	11.0
4-year doctoral	3.6	2.5	6.8	10.8	5.9	11.7
Control of institution						
Public	2.5	1.1	4.3	5.7	4.0	18.3
Private, not-for-profit	3.2	5.0	6.2	9.0	5.5	10.9
Private, for-profit	0.3	0.3	0.0	0.0	1.8	2.7

*Based on groupings of 2-digit level Classification of Instructional Program (CIP) codes.
NOTE: Sum over tables II.4a and II.4b to get total. May not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Remedial Education of First-Year Students

About 15 percent of first-year undergraduates reported receiving some sort of remedial education (table II.5). Nine percent and 7 percent, respectively, received remedial help in math and reading, while between 5 percent and 6 percent reported getting remedial help with their writing or study skills.

Males and females were equally likely to participate in all forms of remedial education, however, some differences were observed across racial-ethnic groups. For example, black and Asian students reported receiving remedial education in both reading and writing more often than did white students.

Table II.5— Percentage of first-year undergraduates who reported receiving remedial education during the first year enrolled, by selected student and institutional characteristics: AY 1989-90

	Any remedial instruction	Type of remedial instruction			
		Reading	Writing	Math	Study skills
Total	15.1	7.1	5.9	8.7	4.6
Gender					
Male	15.1	7.1	6.1	8.9	4.5
Female	15.1	7.0	5.7	8.4	4.7
Race-ethnicity					
Native American	18.1	11.1	3.3	6.5	2.6
Asian	21.4	16.0	12.5	9.5	5.4
Black, non-Hispanic	22.0	13.3	10.2	14.2	8.9
Hispanic	18.4	10.3	9.9	11.0	6.1
White, non-Hispanic	13.4	5.3	4.5	7.7	3.9
Age					
23 years or less	15.3	7.5	6.3	8.3	4.8
24-29 years	14.5	7.2	5.1	9.8	3.7
30 years or more	14.1	5.1	4.7	9.3	4.2
Dependency status					
Dependent	14.9	7.3	6.3	7.8	4.9
Independent	15.3	6.7	5.2	10.1	4.1
Income and dependency					
Dependent student					
Under $10,000	20.0	12.2	10.7	8.5	9.0
$10,000-19,999	17.7	9.5	8.0	10.8	5.5
$20,000-29,999	16.9	4.4	7.4	9.6	6.0
$30,000-39,999	13.8	8.0	5.4	8.4	3.9
$40,000-49,999	14.0	7.3	5.5	6.6	4.9
$50,000-59,999	11.4	4.3	4.3	5.8	2.8
$60,000-69,999	12.6	5.5	4.8	5.6	2.4
$70,000 plus	12.7	6.9	4.1	6.0	4.2
Independent student					
Under $5,000	22.0	10.7	7.0	13.6	6.1
$5,000-9,999	18.4	7.3	6.8	12.8	6.4
$10,000-19,999	15.6	7.7	6.0	11.3	4.4
$20,000-29,999	13.0	4.2	4.0	9.2	3.0
$30,000-49,999	9.1	4.3	3.2	4.2	1.5
$50,000 plus	6.1	0.4	0.4	6.0	0.5

Table II.5— Percentage of first-year undergraduates who reported receiving remedial education during the first year enrolled, by selected student and institutional characteristics: AY 1989–90–Continued

	Any remedial instruction	Type of remedial instruction			
		Reading	Writing	Math	Study skills
Parents' education					
Less than high school	18.5	8.1	8.5	12.3	5.2
High school grad/GED	13.9	5.4	5.3	8.7	3.9
Postsecondary voc. training	24.1	11.0	6.6	16.5	3.7
Some college or A.A.	17.6	9.9	7.3	9.1	6.5
Bachelor's degree	13.6	7.7	5.3	6.9	3.8
Advanced degree	11.9	4.8	3.6	5.5	5.1
Institution type					
Public					
Less-than-2-year	15.2	3.4	1.6	11.0	7.6
2- to 3-year	17.1	9.0	7.6	10.6	4.0
4-year non-doctoral	17.8	6.8	5.0	9.9	4.7
4-year doctoral	14.1	5.5	5.5	7.4	5.8
Private not-for-profit					
Less-than-2-year	19.1	14.9	4.8	14.0	8.3
2- to 3-year	13.7	6.8	3.7	3.8	3.9
4-year non-doctoral	12.1	4.9	4.7	3.7	6.1
4-year doctoral	7.8	2.8	2.6	3.0	3.8
Private, for-profit					
Less-than-2-year	8.4	4.0	3.2	5.4	3.8
2-year or more	12.3	5.2	3.2	7.5	5.6
Level of institution					
Less-than-2-year	10.4	4.4	3.0	7.0	4.8
2- to 3-year	16.7	8.7	7.2	10.3	4.1
4-year non-doctoral	15.3	5.9	4.8	7.2	5.4
4-year doctoral	12.7	4.9	4.8	6.3	5.4
Control of institution					
Public	16.6	7.9	6.7	9.9	4.5
Private, not-for-profit	11.4	4.9	4.0	4.0	5.3
Private, for-profit	9.7	4.4	3.2	6.1	4.4

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Chapter III

Demographics and Socioeconomic Status

Undergraduates attending U.S. postsecondary institutions in 1989–90 varied greatly according to their sociodemographic characteristics. This chapter presents information about students' gender, race–ethnicity, age, family characteristics, citizenship, veteran status, and parents' education and occupations.

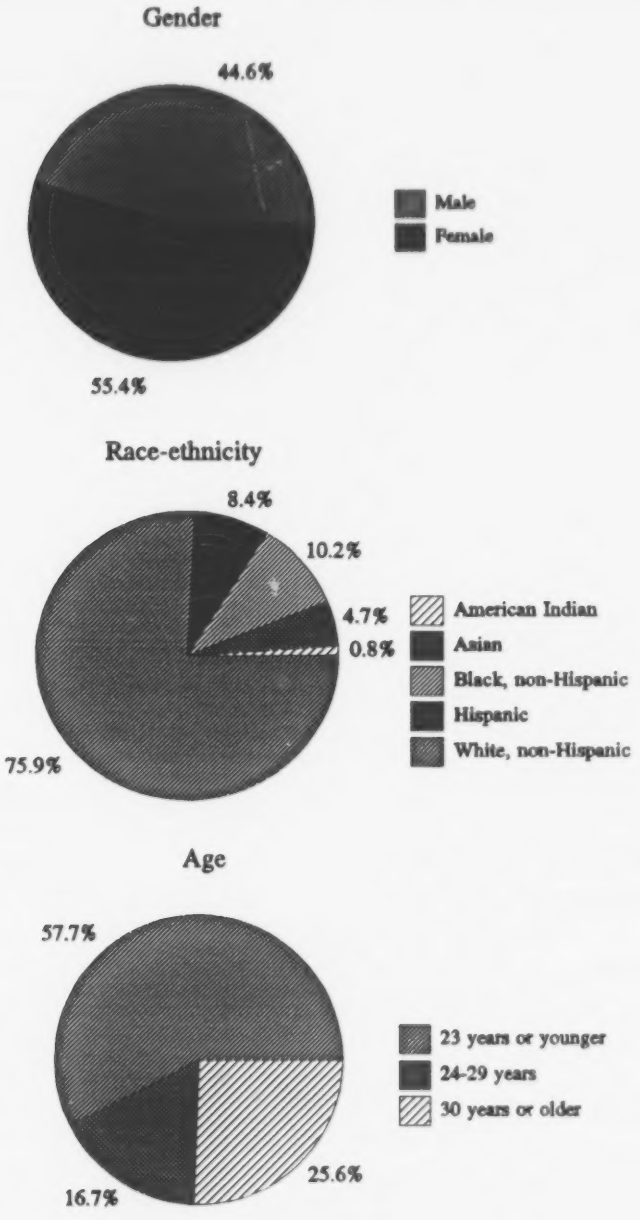
Gender, Race–Ethnicity, and Age

Among all undergraduates in the academic year 1989–90, women comprised a higher percentage of enrolled undergraduates (55 percent versus 45 percent) (figure III.1). This pattern held among most subgroups (table III.1a), and was especially apparent among black students (63 percent), unemployed students (65 percent), students attending private, for-profit institutions (62 percent), students age 30 years or older (64 percent), students whose educational goals were to attend some college (less than a bachelor's degree–61 percent), and financially independent students whose annual income was $30,000 or more (about 62 percent).

While the majority of white (55 percent) and black students (63 percent) who were enrolled were female, this was not true for Asians, Hispanics or American Indians. Among these three groups, the difference between the proportions of males and females enrolled was not significant.

About three-fourths of all undergraduates were white, non-Hispanic students (76 percent). Ten percent of students were black, 8 percent were Hispanic, 5 percent were Asian, and fewer than 1 percent (0.8) were American Indian. Racial–ethnic group composition tended to vary by institution type. For example, among 4-year institutions (both doctoral-granting and non-doctoral-granting), about 80 percent of the students were white. In contrast, at less-than-2-year institutions, only 56 percent of students were white, while 23 percent were black and 17 percent were Hispanic.

Figure III.1— Percentage distribution of undergraduates, by gender, race–ethnicity, and age: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Table III.1a— Percentage distribution of undergraduates' gender and race–ethnicity, by selected student and institutional characteristics: AY 1989–90

	Gender		Race–ethnicity				
	Male	Female	American Indian	Asian	Black, non-Hispanic	Hispanic	White, non Hispanic
Total	44.6	55.4	0.8	4.7	10.2	8.4	75.9
Gender							
Male	100.0	—	0.9	5.5	8.0	8.5	*77.2
Female	—	100.0	0.7	4.1	11.1	7.7	*76.5
Race–ethnicity							
American Indian	52.0	48.0	100.0	—	—	—	—
Asian	51.9	48.1	—	100.0	—	—	—
Black, non-Hispanic	36.7	63.3	—	—	100.0	—	—
Hispanic	46.9	53.1	—	—	—	100.0	—
White, non-Hispanic	44.8	55.2	—	—	—	—	100.0
Age							
23 years or younger	47.4	52.6	0.7	5.2	8.7	8.3	77.1
24–29 years	47.9	52.1	0.5	5.2	11.8	9.3	73.1
30 years or older	36.3	63.7	1.1	3.4	10.6	6.6	78.4
Dependency status							
Dependent	48.3	51.8	0.7	5.4	8.3	8.2	77.3
Independent	41.2	58.8	0.8	4.0	11.9	8.6	74.7
Income and dependency							
Dependent student							
Less than $10,000	43.1	56.9	0.9	8.7	19.7	15.8	54.9
$10,000–19,999	46.4	53.6	0.9	6.9	13.3	14.7	64.1
$20,000–29,999	45.8	54.2	1.0	5.8	9.2	10.0	74.0
$30,000–39,999	48.1	51.9	0.8	4.2	6.6	7.2	81.2
$40,000–49,999	49.7	50.3	0.8	4.2	5.2	5.2	84.5
$50,000–59,999	50.2	49.8	0.6	3.5	5.5	3.8	86.5
$60,000–69,999	50.6	49.4	0.4	5.3	4.4	4.6	85.3
$70,000 or more	52.2	47.8	0.3	4.9	2.7	4.2	88.0
Independent student							
Less than $5,000	40.3	59.8	1.1	5.5	18.1	11.9	63.5
$5,000–9,999	43.6	56.4	0.7	3.9	14.0	11.0	70.4
$10,000–19,999	43.1	56.9	0.9	3.5	12.8	8.8	74.0
$20,000–29,999	41.9	58.1	0.7	3.7	10.3	7.4	77.8
$30,000–49,999	38.1	61.9	0.8	4.0	5.5	5.5	84.2
$50,000 or more	36.8	63.2	0.5	3.3	7.8	3.8	84.6
Attendance status							
Full-time	46.2	53.8	0.7	4.8	10.6	8.1	75.8
At least half-time	42.9	57.1	0.8	4.2	10.8	9.6	74.5
Less than half-time	41.7	58.3	0.7	4.8	8.0	7.1	79.4
Level of undergraduate class							
1st year–freshman	44.4	55.6	1.0	4.5	12.4	9.7	72.4
2nd year–sophomore	43.2	56.8	0.6	4.4	8.7	7.7	78.6
3rd year–junior	46.8	53.2	0.5	4.9	7.2	7.1	80.3
4th year–senior	46.7	53.3	0.6	5.3	7.2	5.8	81.1
5th year–undergraduate	41.1	58.9	0.2	8.8	9.4	8.3	73.2

Table III.1a— Percentage distribution of undergraduates' gender and race–ethnicity, by selected student and institutional characteristics: AY 1989–90–Continued

	Gender		Race–ethnicity				
	Male	Female	American Indian	Asian	Black, non-Hispanic	Hispanic	White, non Hispanic
Employment status							
No employment	35.4	64.6	0.8	7.4	12.3	8.1	71.3
Outside school period	47.3	52.7	0.7	4.0	7.4	6.8	81.0
Inside school period	44.2	55.8	0.7	6.5	9.1	7.7	76.0
Employed all times	46.5	53.5	0.7	3.7	8.5	7.0	80.1
Control of institution							
Public	45.0	55.0	0.8	5.0	9.2	7.6	77.4
Private, not-for-profit	45.7	54.3	0.5	4.0	7.8	8.8	78.9
Private, for-profit	38.4	61.6	1.0	2.9	23.7	15.1	57.3
Level of institution							
Less-than-2-year	41.1	58.9	1.0	2.6	23.1	17.1	56.2
2 to 3-year	42.9	57.1	1.0	5.1	10.1	8.8	75.1
4-year non-doctoral	44.7	55.3	0.5	4.1	9.0	6.9	79.5
4-year doctoral	48.7	51.3	0.6	5.2	7.5	6.5	80.2
Institution type and control							
Public							
Less-than-2-year	52.7	47.3	0.4	0.8	12.8	5.6	80.4
2- to 3-year	43.3	56.7	1.0	5.3	9.6	8.8	75.3
4-year non-doctoral	44.5	55.5	0.5	5.1	9.5	6.4	78.5
4-year doctoral	48.4	51.6	0.6	4.7	7.7	6.0	81.1
Private, not-for-profit							
Less-than-2-year	47.3	52.8	0.3	3.8	18.6	39.3	38.0
2- to 3-year	38.8	61.2	0.4	1.6	9.4	7.9	80.7
4-year non-doctoral	44.1	55.9	0.6	2.7	7.4	7.7	81.6
4-year doctoral	50.0	50.0	0.5	6.9	7.0	8.4	77.2
Private, for-profit							
Less-than-2-year	37.0	63.0	1.2	3.0	26.0	18.3	51.5
2-year or more	40.6	59.4	0.8	2.8	19.2	8.8	68.5
Educational aspirations							
Voc–tech, less than 2 years	45.0	55.0	0.9	3.1	11.9	10.1	74.0
Voc–tech, 2 years and above	49.6	50.4	0.9	2.5	11.7	8.2	76.7
Some college or A.A.	38.8	61.2	0.7	3.1	7.9	8.3	80.1
Bachelor's degree	45.8	54.3	0.9	4.5	7.9	7.0	79.7
Advanced degree	45.4	54.6	0.7	5.2	8.9	6.9	78.3
Parents' education							
Less than high school	37.5	62.5	1.6	5.8	13.6	22.2	56.8
High school grad/GED	44.7	55.3	0.8	3.8	8.8	6.8	79.8
Postsecondary voc. training	36.8	63.2	0.2	2.5	7.6	6.8	82.9
Some college or A.A.	45.2	54.8	0.5	3.3	9.7	6.5	80.0
Bachelor's degree	49.3	50.7	0.6	6.9	5.5	4.6	82.4
Advanced degree	50.4	49.6	0.4	5.4	4.8	3.7	85.7

—Too few sample cases for a reliable estimate.

* The reason for the difference between the total percentage of white students (76 percent) and the percentage of male and female white students (77 percent) is due to a group of students with missing gender. The group of students with missing gender was comprised of only 51 percent white students.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

A slight majority (58 percent) of undergraduates were of traditional college age (23 years old or younger), while about one-fourth (26 percent) were 30 years old or older. Age tended to vary by other demographic characteristics as well (table III.1b). Undergraduate women, for instance, were more likely than men to be 30 years or over (29 percent versus 21 percent). Fewer Asian or Hispanic students were 30 years of age or older (18 percent and 21 percent, respectively) than were American Indian, black, or white students (36 percent, 28 percent, and 26 percent, respectively).

The educational goals of undergraduates varied within their age groups. For example, students whose educational aspirations included earning an advanced degree were more likely to be 23 years old or younger (64 percent), compared with students who aspired to a bachelor's degree or a lower level degree (56 percent or fewer). Students whose educational aspiration was to earn a bachelor's degree were also more likely to be in the youngest age category than were those with lower degree level aspirations.

Table III.1b— Percentage distribution of undergraduates' age, by selected student and institutional characteristics: AY 1989–90

	23 years or younger	24–29 years	30 years or older
Total	57.7	16.7	25.6
Gender			
Male	61.5	17.8	20.7
Female	55.0	15.6	29.4
Race–ethnicity			
American Indian	52.8	11.6	35.7
Asian	63.2	18.5	18.3
Black, non-Hispanic	51.9	20.3	27.8
Hispanic	59.6	19.4	21.0
White, non-Hispanic	58.0	15.9	26.1
Dependency status			
Dependent	100.0	0.0	0.0
Independent	17.8	32.5	49.7
Income and dependency			
Dependent student			
Less than $10,000	99.9	0.0	0.1
$10,000–19,999	100.0	0.0	0.0
$20,000–29,999	100.0	0.0	0.0
$30,000–39,999	100.0	0.0	0.0
$40,000–49,999	100.0	0.0	0.0
$50,000–59,999	100.0	0.0	0.0
$60,000–69,999	100.0	0.0	0.0
$70,000 or more	100.0	0.0	0.0
Independent student			
Less than $5,000	30.3	36.0	33.7
$5,000–9,999	32.5	37.9	29.6
$10,000–19,999	19.8	38.6	41.6
$20,000–29,999	9.0	32.3	58.7
$30,000–49,999	4.3	22.2	73.5
$50,000 or more	1.5	15.0	83.5
Attendance status			
Full-time	76.5	11.7	11.8
At least half-time	45.7	22.1	32.2
Less than half-time	25.6	23.2	51.2
Level of undergraduate class			
1st year–freshman	56.7	15.8	27.5
2nd year–sophomore	57.5	16.3	26.2
3rd year–junior	66.3	14.2	19.6
4th year–senior	57.2	22.3	20.5
5th year–undergraduate	28.4	26.7	45.0

Table III.1b— Percentage distribution of undergraduates' age, by selected student and institutional characteristics: AY 1989–90–Continued

	23 years or younger	24–29 years	30 years or older
Employment status			
No employment	47.8	16.4	35.8
Outside school period	72.2	11.9	15.9
Inside school period	67.1	15.3	17.6
Employed all times	48.8	20.1	31.1
Control of institution			
Public	55.7	17.1	27.2
Private, not-for-profit	70.6	12.4	17.1
Private, for-profit	50.8	22.4	26.8
Level of institution			
Less-than-2-year	44.3	22.7	32.9
2- to 3-year	44.9	19.2	35.9
4-year non-doctoral	67.8	14.0	18.2
4-year doctoral	75.8	13.0	11.1
Institution type and control			
Public			
Less-than-2-year	40.0	18.1	41.9
2- to 3-year	43.8	19.2	37.0
4-year non-doctoral	67.4	15.1	17.5
4-year doctoral	75.0	13.6	11.4
Private, not-for-profit			
Less-than-2-year	24.5	31.2	44.3
2- to 3-year	65.8	15.7	18.5
4-year non-doctoral	68.2	12.0	19.7
4-year doctoral	78.8	10.9	10.3
Private, for-profit			
Less-than-2-year	47.4	23.5	29.1
2-year or more	56.3	20.6	23.2
Educational aspirations			
Voc-tech, less than 2 years	44.5	20.5	35.0
Voc-tech, 2 years and above	44.8	20.7	34.5
Some college or A.A.	37.8	18.0	44.2
Bachelor's degree	55.8	16.8	27.4
Advanced degree	64.3	15.8	19.9
Parents' education			
Less than high school	34.4	20.0	45.6
High school grad/GED	55.0	19.0	26.0
Postsecondary voc. training	62.8	15.8	21.4
Some college or A.A.	66.9	16.3	16.8
Bachelor's degree	72.7	15.3	12.0
Advanced degree	75.2	15.6	9.3

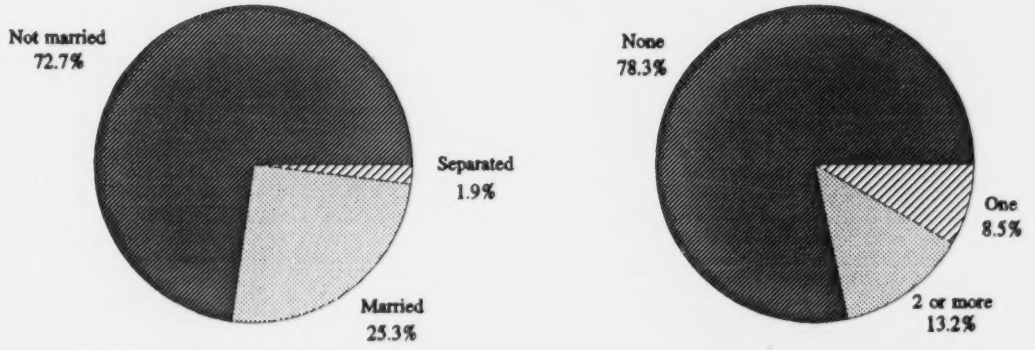
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Marital Status and Dependents

Overall, about one-fourth of undergraduates were married and about 20 percent had one or more dependents (figure III.2). Students' dependency status and income were related to their marital status (table III.2). By definition, almost all financially dependent undergraduates (99 percent) were unmarried and had no dependents. By contrast, about one-half (48 percent) of financially independent students were married. Sixteen percent of financially independent students had one dependent and 26 percent had two or more dependents. In addition, financially independent students with lower incomes tended to be single more often than their counterparts with an annual income of $30,000 or more. For example, 72 percent of students with incomes between $5,000 and $10,000 were single, compared with only 15 percent with incomes between $30,000 and $50,000 and 9 percent with incomes of $50,000 or more.

Figure III.2— Percentage distribution of undergraduates, by marital status and number of dependents: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Men were less likely than women to be married (70 percent versus 77 percent), and were also more likely to have no dependents (83 percent versus 74 percent). The number of dependents that undergraduates reported having differed according to race–ethnicity. Asian undergraduates were the most likely to have no dependents (86 percent). Black students were less likely than Asians, whites, or Hispanics to have no dependents (72 percent).[6] White (79 percent) and Hispanic students (78 percent) fell in between these two categories, and did not differ significantly in their likelihood of having no dependents.

[6]Although it appears that American Indians were the least likely to have no dependents, their small sample size precludes finding significant differences between this group and any other racial–ethnic group except Asians.

Table III.2— Percentage distribution of undergraduates' marital status and number of dependents, by selected student and institutional characteristics: AY 1989–90

	Marital status			Number of dependents*		
	Not married	Married	Separated	None	One	2 or more
Total	72.7	25.3	1.9	78.3	8.5	13.2
Gender						
Male	76.8	22.3	0.9	83.4	6.9	9.7
Female	69.8	27.7	2.5	73.7	10.0	16.3
Race–ethnicity						
Native American	69.3	29.5	1.2	68.1	6.7	25.2
Asian	80.8	18.2	1.0	86.1	4.9	9.1
Black, non-Hispanic	78.4	16.9	4.7	71.6	13.9	14.5
Hispanic	75.5	22.0	2.5	77.8	8.3	13.9
White, non-Hispanic	71.2	27.2	1.5	78.7	8.1	13.2
Age						
23 years or less	93.5	6.1	0.4	96.3	2.7	1.0
24–29 years	59.0	37.6	3.4	70.9	14.4	14.7
30 years or more	34.4	61.6	3.9	43.1	17.6	39.4
Marital status						
Not married	100.0	—	—	92.2	4.3	3.6
Married	—	100.0	—	40.4	19.3	40.2
Separated	—	—	100.0	58.1	26.8	15.1
Dependency status						
Dependent	99.4	0.6	0.0	99.4	0.5	0.1
Independent	48.0	48.4	3.7	58.3	16.1	25.6
Family income						
Dependent student						
Under $10,000	98.9	1.0	0.1	97.8	1.6	0.6
$10,000–19,999	98.8	1.1	0.0	98.7	1.1	0.2
$20,000–29,999	99.1	0.9	0.0	99.3	0.6	0.1
$30,000–39,999	99.3	0.7	0.0	99.6	0.3	0.1
$40,000–49,999	99.6	0.4	0.0	99.7	0.2	0.1
$50,000–59,999	99.7	0.3	0.0	99.8	0.2	0.0
$60,000–69,999	99.8	0.2	0.0	100.0	0.0	0.0
$70,000 plus	99.8	0.2	0.0	100.0	0.0	0.0
Independent student						
Under $5,000	70.5	23.9	5.6	69.8	13.9	16.4
$5,000–9,999	71.5	24.5	4.0	71.3	13.5	15.2
$10,000–19,999	58.1	38.0	3.9	64.8	15.4	19.8
$20,000–29,999	35.0	61.2	3.8	52.5	17.9	29.6
$30,000–49,999	15.3	83.1	1.6	42.1	18.7	39.2
$50,000 plus	8.8	88.9	2.3	40.8	17.2	42.0
Parents' education						
Less than high school	56.2	40.8	3.0	55.3	15.5	29.2
High school grad/GED	68.8	29.3	1.9	74.2	10.0	15.8
Postsecondary voc. training	73.2	24.1	2.7	76.6	7.5	15.9
Some college or A.A.	77.9	20.8	1.2	81.6	8.3	10.2
Bachelor's degree	82.7	17.0	0.3	87.6	5.3	7.1
Advanced degree	84.9	14.6	0.5	89.6	4.8	5.6

Table III.2— Percentage distribution of undergraduates' marital status and number of dependents, by selected student and institutional characteristics: AY 1989–90–Continued

	Marital status			Number of dependents*		
	Not married	Married	Separated	None	One	2 or more
Level of undergraduate class						
1st year–freshman	71.2	26.5	2.4	75.5	9.6	14.9
2nd year–sophomore	73.3	24.6	2.1	78.6	8.2	13.2
3rd year–junior	79.0	20.2	0.8	84.4	6.1	9.5
4th year–senior	74.5	24.5	1.0	83.7	6.8	9.5
5th year–undergraduate	52.2	46.5	1.3	68.4	11.6	20.0
Attendance status						
Full-time	85.3	13.1	1.6	87.8	5.3	6.9
At least half-time	65.3	32.3	2.4	72.3	9.4	18.3
Less than half-time	49.8	48.3	1.9	63.9	13.9	22.2
Educational aspirations						
Voc tech, less than 2 years	56.8	39.7	3.5	59.2	15.3	25.5
Voc tech, 2 years and above	62.5	35.2	2.4	63.8	14.3	21.8
Some college or A.A.	56.8	39.3	3.8	59.8	14.9	25.3
Bachelor's degree	70.5	27.8	1.6	75.4	9.8	14.8
Advanced degree	77.0	21.9	1.2	81.9	7.3	10.9
Employment status						
No employment	65.2	31.9	2.8	75.2	7.9	16.9
Outside school period	81.8	17.1	1.0	85.0	6.4	8.6
Inside school period	78.7	20.1	1.2	82.6	7.2	10.3
Employed at all times	65.6	32.5	1.9	73.8	10.5	15.7
Control of institution						
Public	71.2	27.1	1.7	77.7	8.6	13.7
Private, not-for-profit	81.5	17.5	1.0	86.3	5.2	8.5
Private, for-profit	70.1	24.2	5.8	66.6	15.3	18.1
Institution type						
Public						
Less-than-2-year	52.3	44.2	3.5	63.6	12.5	23.9
2- to 3-year	62.8	34.8	2.4	70.9	10.8	18.3
4-year non-doctoral	79.6	19.6	0.8	84.8	6.2	9.0
4-year doctoral	85.0	14.5	0.6	89.8	4.7	5.6
Private, not-for-profit						
Less than-2-year	61.2	33.7	5.2	63.6	13.6	22.8
2- to 3-year	78.3	19.9	1.9	83.2	5.1	11.7
4-year non-doctoral	79.2	20.0	0.9	83.9	6.0	10.1
4-year doctoral	88.0	11.4	0.6	92.4	3.5	4.2
Private, for-profit						
Less-than-2-year	68.9	24.8	6.3	62.8	16.9	20.2
2-year or more	72.2	23.0	4.7	71.8	13.0	15.2

*If student responded as having dependents other than self or spouse, the number of dependents was calculated based on the derived variable RDEPENDS found in the restricted file.
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Citizenship and Veteran Status

Almost all undergraduates (95 percent) were U.S. citizens (table III.3a). Asian students were less likely to be U.S. citizens (27 percent eligible non-citizens), followed by Hispanics (14 percent eligible non-citizens).[7]

Table III.3a— Percentage distribution of undergraduates' citizenship status, by selected student and institutional characteristics: AY 1989–90

	U.S. citizen	Eligible non-citizen	Other
Total	95.0	3.6	1.4
Gender			
Male	94.3	4.0	1.7
Female	95.9	3.0	1.1
Race-ethnicity			
American Indian	98.3	1.2	0.5
Asian	60.8	26.8	12.4
Black, non-Hispanic	94.2	4.4	1.3
Hispanic	83.0	14.3	2.8
White, non-Hispanic	98.5	0.9	0.6
Age			
23 years or younger	95.3	3.2	1.5
24–29 years	93.1	5.0	1.9
30 years or older	96.0	3.1	0.9
Dependency status			
Dependent	95.4	3.1	1.5
Independent	94.6	4.1	1.3
Income and dependency			
Dependent student			
Less than $10,000	90.2	7.5	2.3
$10,000–19,999	92.2	5.9	1.9
$20,000–29,999	95.1	3.2	1.7
$30,000–39,999	96.0	2.8	1.2
$40,000–49,999	98.3	1.1	0.6
$50,000–59,999	97.8	1.0	1.2
$60,000–69,999	96.7	1.9	1.4
$70,000 or more	97.1	1.3	1.6
Independent student			
Less than $5,000	91.7	6.5	1.8
$5,000–9,999	92.5	5.8	1.7
$10,000–19,999	94.8	4.2	1.0
$20,000–29,999	96.6	2.5	0.9
$30,000–49,999	96.6	2.2	1.2
$50,000 or more	96.4	2.3	1.2
Attendance status			
Full-time	94.7	3.9	1.5
At least half-time	94.7	3.9	1.4
Less than half-time	96.2	2.7	1.1

[7]Eligible non-citizens refers to students who are permanent residents.

Table III.3a— Percentage distribution of undergraduates' citizenship status, by selected student and institutional characteristics: AY 1989–90–Continued

	U.S. citizen	Eligible non-citizen	Other
Level of undergraduate class			
1st year–freshman	94.6	4.2	1.3
2nd year–sophomore	95.2	3.7	1.1
3rd year–junior	95.7	2.6	1.7
4th year–senior	95.5	2.5	2.0
5th year–undergraduate	94.4	2.1	3.5
Employment status			
No employment	91.7	4.7	3.7
Outside school period	96.4	2.8	0.8
Inside school period	94.5	4.3	1.2
Employed all times	96.9	2.3	0.7
Control of institution			
Public	95.3	3.4	1.3
Private, not-for-profit	94.8	2.8	2.4
Private, for-profit	92.4	7.1	0.5
Level of institution			
Less-than-2-year	90.1	9.1	0.9
2- to 3-year	94.8	4.0	1.2
4-year non-doctoral	95.9	2.6	1.5
4-year doctoral	96.0	2.2	1.8
Institution type and control			
Public			
Less-than-2-year	95.2	3.6	1.2
2- to 3-year	94.7	4.1	1.2
4-year non-doctoral	95.4	3.3	1.4
4-year doctoral	96.7	1.9	1.4
Private, not-for-profit			
Less-than-2-year	72.6	23.7	3.8
2- to 3-year	95.8	1.2	2.9
4-year non-doctoral	96.6	1.6	1.8
4-year doctoral	93.3	3.5	3.2
Private, for-profit			
Less-than-2-year	90.2	9.3	0.5
2-year or more	96.7	2.8	0.5
Educational aspirations			
Voc–tech, less than 2 years	95.2	3.0	1.8
Voc–tech, 2 years and above	93.9	5.0	1.1
Some college or A.A.	96.2	2.8	1.1
Bachelor's degree	96.7	2.5	0.8
Advanced degree	95.1	3.3	1.6
Parents' education			
Less than high school	90.0	8.1	1.8
High school grad/GED	96.6	2.3	1.2
Postsecondary voc. training	95.9	2.6	1.5
Some college or A.A.	98.0	1.5	0.6
Bachelor's degree	95.0	3.5	1.6
Advanced degree	96.2	2.3	1.5

NOTE: Percentages may not sum to 100 percent due to rounding.
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Overall, few undergraduates (5.3 percent) were U.S. veterans. However, their veteran status varied by gender, age, and ethnicity (table III.3b). For instance, 11 percent of male students were veterans, compared with 1 percent of female students. Among undergraduates 30 years old or older, 14 percent were veterans, compared with 8 percent of students who were 24 to 29 years old. Asian students were less likely to be veterans than any other racial–ethnic group, with the exception of American Indians: only 2 percent of Asians were veterans, compared with 5 percent or 6 percent of other racial–ethnic groups.

Greater proportions of veterans were enrolled in less-than-4-year institutions: 12 percent and 8 percent, respectively, attended less-than-2-year and 2- to 3-year institutions, compared with 3 percent each who attended 4-year non-doctoral-granting and 4-year doctoral-granting institutions.

Table III.3b— Percentage distribution of undergraduates' veteran status, by selected student and institutional characteristics: AY 1989–90

	U.S. veteran	Non-veteran
Total	5.3	94.7
Gender		
Male	11.0	89.0
Female	1.0	99.0
Race–ethnicity		
American Indian	6.2	93.8
Asian	1.7	98.3
Black, non-Hispanic	5.4	94.6
Hispanic	4.8	95.2
White, non-Hispanic	5.5	94.5
Age		
23 years or younger	0.9	99.1
24–29 years	7.7	92.3
30 years or older	13.8	86.2
Dependency status		
Dependent	0.1	99.9
Independent	10.4	89.6
Income and dependency		
Dependent student		
Less than $10,000	0.3	99.7
$10,000–19,999	0.0	100.0
$20,000–29,999	0.1	99.9
$30,000–39,999	0.0	100.0
$40,000–49,999	0.1	99.9
$50,000–59,999	0.0	100.0
$60,000–69,999	0.0	100.0
$70,000 or more	0.0	100.0
Independent student		
Less than $5,000	6.4	93.6
$5,000–9,999	9.1	90.8
$10,000–19,999	9.6	90.4
$20,000–29,999	11.1	88.9
$30,000–49,999	12.8	87.2
$50,000 or more	15.7	84.3
Attendance status		
Full-time	3.2	96.8
At least half-time	6.4	93.6
Less than half-time	8.6	91.3
Level of undergraduate class		
1st year–freshman	6.1	93.9
2nd year–sophomore	5.3	94.7
3rd year–junior	3.5	96.5
4th year–senior	4.3	95.7
5th year–undergraduate	6.1	93.9

Table III.3b— Percentage distribution of undergraduates' veteran status, by selected student and institutional characteristics: AY 1989–90–Continued

	U.S. veteran	Non-veteran
Employment status		
No employment	6.3	93.7
Outside school period	3.8	96.2
Inside school period	4.3	95.7
Employed all times	6.4	93.6
Control of institution		
Public	5.8	94.3
Private, not-for-profit	2.8	97.2
Private, for-profit	6.4	93.6
Level of institution		
Less-than-2-year	7.9	92.1
2- to 3-year	7.6	92.4
4-year non-doctoral	3.4	96.6
4-year doctoral	2.4	97.6
Institution type and control		
Public		
Less-than-2-year	11.9	88.1
2- to 3-year	7.7	92.3
4-year non-doctoral	3.4	96.6
4-year doctoral	2.6	97.4
Private, not-for-profit		
Less-than-2-year	18.9	81.1
2- to 3-year	3.0	97.0
4-year non-doctoral	3.1	96.9
4-year doctoral	1.6	98.4
Private, for-profit		
Less-than-2-year	5.7	94.3
2-year or more	7.3	92.7
Educational aspirations		
Voc–tech, less than 2 years	8.0	92.0
Voc–tech, 2 years and above	10.0	90.0
Some college or A.A.	8.8	91.2
Bachelor's degree	5.4	94.6
Advanced degree	4.3	95.7
Parents' education		
Less than high school	9.1	90.8
High school grad/GED	5.8	94.2
Postsecondary voc. training	2.3	97.7
Some college or A.A.	4.1	95.9
Bachelor's degree	2.9	97.1
Advanced degree	2.5	97.5

NOTE: Percentages may not sum to 100 percent due to rounding.

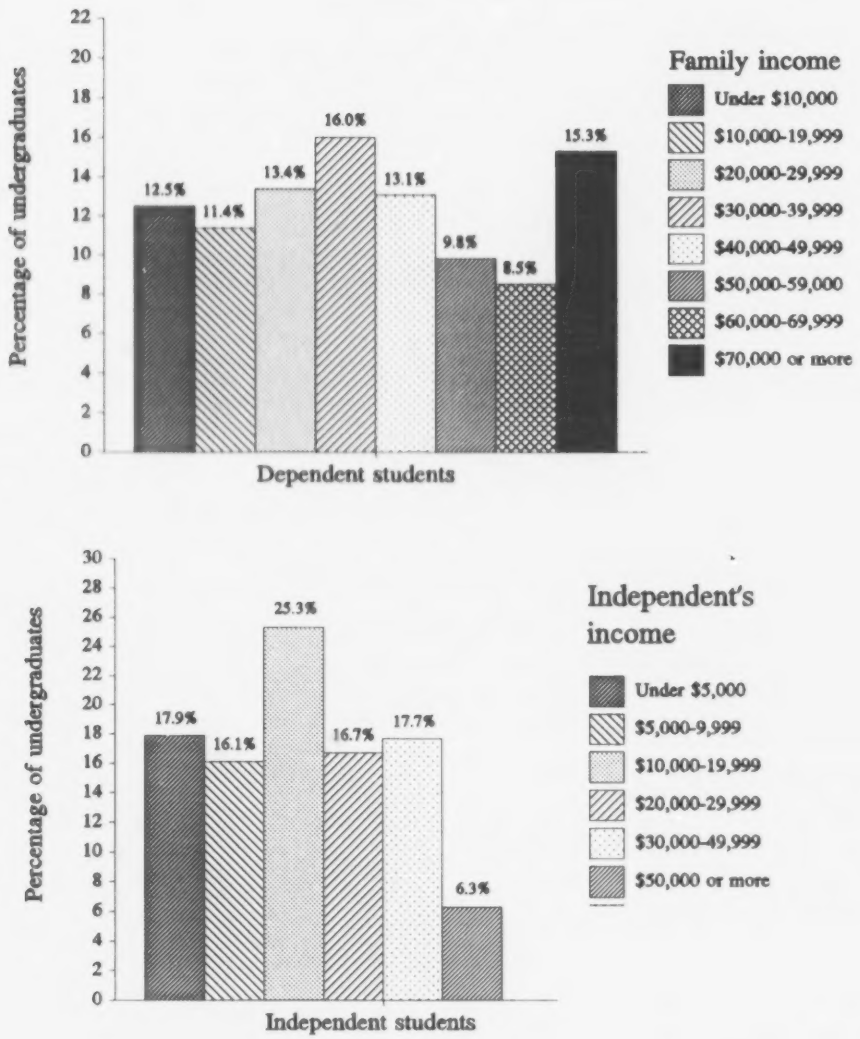
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Income

Overall, a little more than one-half of financially dependent undergraduates came from families with annual incomes of less than $40,000 (53 percent), while about 47 percent were from families with annual incomes of more than $40,000 (figure III.3).[8] As shown in table III.4, family income of dependent students tended to vary with race-ethnicity. For example, among dependent undergraduates, greater proportions of white and Asian students were from families in the highest income category of $70,000 or more (17 percent and 14 percent, respectively), than were Hispanic (8 percent), black (5 percent), or American Indian students (5 percent). By contrast, 30 percent of black, 24 percent of Hispanic, and 20 percent of Asian dependent undergraduates came from families with annual incomes of less than $10,000 compared with only 9 percent of white students who were financially dependent.

[8]The source of income for dependent students is their parents or guardians, whereas the source of independent students' income refers to their own assets or earnings including those of their spouse if they are married.

Figure III.3— Percentage distribution of undergraduates, by family income and dependency status: AY 1989-90*



*The source of income for dependent students is their parents or guardians, whereas the source of independent students' income refers to their own assets or earnings including those of their spouse if they are married.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Among independent undergraduates, white students also tended to be in the higher family income categories. Few differences in income levels were found among black, Asian, Hispanic, or American Indian students.

Students attending private, for-profit less-than-2-year institutions were more likely to be in the lower income ranges than those attending higher levels of institutions. Among dependent students attending less-than-2-year private, for-profit institutions, 26 percent came from families with annual incomes under $10,000, compared with only 4 percent from families with incomes of $70,000 or more. Similarly, among independent students attending the same institutions, 33 percent had family incomes under $5,000, compared with less than 2 percent (1.7 percent) with incomes exceeding $50,000. Among dependent students attending 4-year doctoral-granting institutions, 30 percent of those attending private institutions and 19 percent of those attending public institutions came from families with incomes of $70,000 or more, compared with only 10 percent from families with incomes under $10,000.

Table III.4— Percentage distribution of family income of financially dependent undergraduates, by selected student and institutional characteristics: AY 1989–90*

	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–39,999	$40,000–49,999	$50,000–59,999	$60,000–69,999	$70,000 or more
Total	12.5	11.4	13.4	16.0	13.1	9.8	8.5	15.3
Gender								
Male	10.9	10.9	12.8	16.0	13.6	10.3	9.0	16.7
Female	13.4	11.7	14.1	16.1	12.8	9.5	8.2	14.2
Race–ethnicity								
American Indian	15.4	14.8	19.0	17.2	15.2	8.4	4.8	5.3
Asian	20.2	14.6	14.3	12.4	10.1	6.3	8.2	13.8
Black, non-Hispanic	29.8	18.3	15.0	12.7	8.3	6.5	4.5	5.0
Hispanic	24.1	20.4	16.3	14.0	8.3	4.6	4.7	7.7
White, non-Hispanic	8.9	9.5	12.9	16.8	14.3	10.9	9.4	17.4
Attendance status								
Full-time	12.8	10.9	13.4	15.8	13.4	9.9	8.7	15.1
At least half-time	11.1	12.8	14.1	15.9	12.4	10.5	7.8	15.4
Less than half-time	13.2	12.2	13.1	17.8	12.3	7.5	7.5	16.4
Level of undergraduate class								
1st year–freshman	13.9	13.3	14.3	16.4	12.7	9.2	7.4	12.7
2nd year–sophomore	11.8	10.2	13.6	16.0	13.1	10.4	9.1	15.7
3rd year–junior	11.2	8.8	11.4	15.8	13.9	10.6	8.7	19.6
4th year–senior	10.1	9.5	12.0	14.7	13.5	9.6	10.9	19.7
5th year–undergraduate	16.1	15.1	13.2	15.4	12.3	9.2	7.9	10.7
Employment status								
No employment	15.9	12.5	12.8	14.9	12.0	9.5	6.7	15.9
Outside school period	7.5	9.1	13.1	16.1	14.1	11.0	9.8	19.3
Inside school period	11.2	11.5	14.1	15.7	12.2	8.6	9.7	17.1
Employed all times	9.4	10.8	13.6	18.5	15.1	10.4	9.1	13.0
Control of institution								
Public	11.5	11.2	13.8	16.9	13.7	10.1	8.6	14.2
Private, not-for-profit	13.1	10.0	11.7	13.1	11.8	9.6	8.8	22.0
Private, for-profit	25.8	20.0	15.8	15.1	9.4	5.4	4.4	4.1
Level of institution								
Less-than-2-year	26.1	22.5	16.9	12.7	7.7	5.6	4.8	3.6
2- to 3-year	12.8	13.3	14.9	17.3	13.0	9.2	7.7	11.9
4-year non-doctoral	13.7	10.7	13.5	15.7	13.9	10.1	8.6	13.8
4-year doctoral	9.8	9.0	11.6	15.3	13.1	10.4	9.6	21.3

Table III.4— Percentage distribution of family income of financially dependent undergraduates, by selected student and institutional characteristics: AY 1989–90*–Continued

	Less than $10,000	$10,000–19,999	$20,000–29,999	$30,000–39,999	$40,000–49,999	$50,000–59,999	$60,000–69,999	$70,000 or more
Institution type and control								
Public								
Less-than-2-year	11.8	22.0	25.0	13.2	7.2	10.5	8.9	1.5
2- to 3-year	12.1	13.1	14.8	17.2	13.3	9.5	7.8	12.2
4-year non-doctoral	13.0	10.6	14.2	16.6	14.9	10.5	8.4	11.7
4-year doctoral	9.7	9.1	12.0	16.7	13.6	10.5	9.8	18.5
Private, not-for-profit								
Less-than-2-year	28.9	13.4	29.5	7.2	10.4	5.1	2.8	2.8
2- to 3-year	15.5	11.3	14.6	18.8	11.4	6.4	7.6	14.5
4-year non-doctoral	14.7	10.8	12.3	14.0	12.2	9.7	8.9	17.4
4-year doctoral	10.1	8.6	10.0	10.8	11.2	10.1	8.9	30.4
Private, for-profit								
Less-than-2-year	30.0	22.9	14.2	12.8	7.8	4.3	3.7	4.3
2-year or more	20.5	16.3	17.8	18.1	11.4	6.8	5.3	3.8
Educational aspirations								
Voc-tech, less than 2 years	13.4	15.8	25.0	19.7	7.8	10.1	5.1	3.1
Voc-tech, 2 years and above	12.1	18.6	14.2	20.2	18.3	10.0	2.5	4.1
Some college or A.A.	13.1	13.1	10.3	19.2	14.5	9.9	8.6	11.3
Bachelor's degree	9.5	11.2	13.8	18.1	14.3	9.8	9.8	13.5
Advanced degree	8.6	9.0	12.9	15.9	13.8	10.5	9.6	19.6
Parents' education								
Less than high school	32.8	24.3	16.2	14.0	5.7	1.9	1.8	3.3
High school grad/GED	12.0	14.9	15.9	21.3	14.9	8.9	6.3	5.8
Postsecondary voc. training	9.9	11.6	16.2	22.3	16.4	8.3	6.9	8.4
Some college or A.A.	9.1	11.5	15.0	18.1	15.6	10.1	8.4	12.1
Bachelor's degree	5.6	6.1	11.6	15.0	13.9	13.5	11.7	22.6
Advanced degree	3.7	5.1	8.5	11.2	12.9	10.6	13.7	34.4

*The source of income for dependent students is their parents or guardians, whereas the source of independent students' income refers to their own assets or earnings including those of their spouse if they are married.
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Table III.5— Percentage distribution of family income of financially independent undergraduates, by selected student and institutional characteristics: AY 1989–90*

	Less than $5,000	$5,000–9,999	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Total	17.9	16.1	25.3	16.7	17.7	6.3
Gender						
Male	16.7	16.9	26.6	17.3	16.8	5.7
Female	17.4	15.3	24.6	16.8	19.1	6.8
Race-ethnicity						
American Indian	23.1	14.1	29.0	13.2	16.7	3.8
Asian	24.3	15.7	21.8	15.5	17.8	5.1
Black, non-Hispanic	27.2	18.9	27.1	14.5	8.2	4.1
Hispanic	24.9	20.6	25.8	14.5	11.4	2.8
White, non-Hispanic	15.2	15.2	25.0	17.4	20.0	7.1
Age						
23 years or younger	29.5	28.9	28.2	8.6	4.4	0.5
24–29 years	19.3	18.5	30.0	16.9	12.4	3.0
30 years or older	11.8	9.4	21.2	20.0	26.8	10.8
Marital status						
Not married	26.3	24.1	30.5	12.2	5.7	1.1
Married	8.8	8.2	19.8	21.1	30.6	11.4
Separated	27.1	17.7	26.6	17.1	7.6	3.9
Attendance status						
Full-time	31.0	23.6	23.6	10.6	8.4	2.6
At least half-time	14.1	14.7	29.2	17.4	17.8	6.8
Less than half-time	7.4	9.6	24.2	21.8	27.4	9.6
Level of undergraduate class						
1st year–freshman	18.1	15.5	26.6	15.9	18.4	5.5
2nd year–sophomore	15.9	15.6	25.4	19.0	17.0	7.1
3rd year–junior	18.0	17.2	24.3	16.2	16.9	7.4
4th year–senior	21.6	19.6	21.5	15.7	15.5	6.2
5th year–undergraduate	12.7	11.8	17.3	20.1	25.9	12.2
Employment status						
No employment	24.2	15.1	20.9	14.3	17.9	7.6
Outside school period	18.1	18.2	25.8	15.4	17.0	5.5
Inside school period	21.1	17.2	23.5	16.6	15.7	5.9
Employed all times	9.4	13.8	27.6	20.0	21.9	7.3
Control of institution						
Public	15.6	15.2	25.6	17.6	19.3	6.7
Private, not-for-profit	17.8	15.2	23.6	16.5	18.5	8.4
Private, for-profit	33.1	23.3	24.5	10.7	6.7	1.7

Table III.5— Percentage distribution of family income of financially independent undergraduates, by selected student and institutional characteristics: AY 1989–90*–Continued

	Less than $5,000	$5,000–9,999	$10,000–19,999	$20,000–29,999	$30,000–49,999	$50,000 or more
Level of institution						
Less-than-2-year	31.9	21.0	23.6	12.7	8.2	2.6
2- to 3-year	14.0	13.9	26.7	18.3	20.3	6.8
4-year non-doctoral	17.8	16.3	23.8	16.5	18.5	7.1
4-year doctoral	23.1	21.0	22.5	13.6	13.9	5.9
Institution type and control						
Public						
Less-than-2-year	18.9	15.0	23.7	19.2	16.8	6.4
2- to 3-year	13.1	13.3	26.6	18.8	21.1	7.2
4-year non-doctoral	19.5	17.9	23.8	16.5	16.8	5.6
4-year doctoral	23.4	21.4	23.1	13.0	13.7	5.3
Private, not-for-profit						
Less-than-2-year	33.9	11.5	33.0	14.5	6.2	0.8
2- to 3-year	15.9	19.6	27.6	18.8	14.2	3.9
4-year non-doctoral	14.6	13.1	23.4	16.8	22.1	10.0
4-year doctoral	22.1	19.5	20.1	15.5	14.5	8.3
Private, for-profit						
Less-than-2-year	35.0	23.4	22.7	10.9	6.3	1.8
2-year or more	28.8	23.2	28.7	10.3	7.6	1.5
Educational aspirations						
Voc–tech, less than 2 years	21.4	18.7	26.1	15.7	15.0	3.2
Voc–tech, 2 years and above	17.9	18.9	27.0	17.8	13.2	5.3
Some college or A.A.	13.2	12.9	25.5	21.9	20.5	5.9
Bachelor's degree	13.5	13.3	26.9	17.8	21.2	7.4
Advanced degree	15.7	17.0	24.6	16.8	18.8	7.1
Parents' education						
Less than high school	15.9	15.8	25.2	19.0	18.8	5.1
High school grad/GED	13.4	14.5	26.0	18.4	21.0	6.7
Postsecondary voc. training	16.1	15.6	26.8	15.5	19.5	6.4
Some college or A.A.	16.0	17.4	27.9	15.5	18.0	5.3
Bachelor's degree	17.0	17.3	25.1	15.7	18.6	6.2
Advanced degree	16.2	18.1	28.0	16.1	15.8	5.8

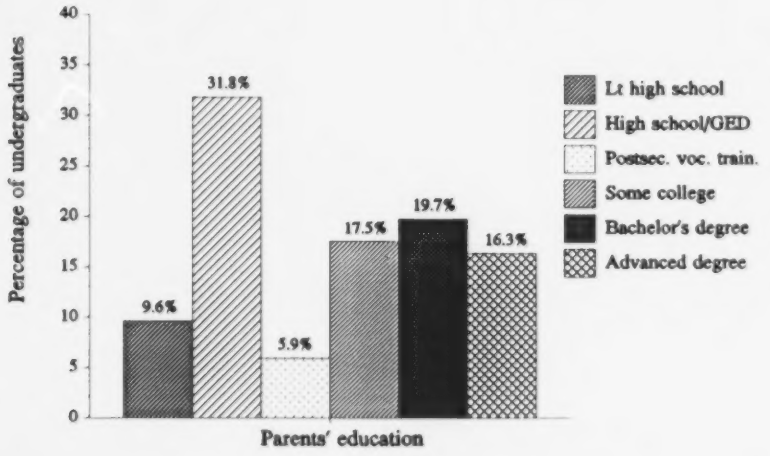
*The source of income for dependent students is their parents or guardians, whereas the source of independent students' income refers to their own assets or earnings including those of their spouse if they are married.
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Education and Occupations of Undergraduates' Parents

About 42 percent of undergraduates had parents with a high school education or less, and about 36 percent had parents who had earned a bachelor's or an advanced degree (figure III.4). Across racial-ethnic groups, parents of undergraduates tended to have varying levels of education. For example, Hispanic students were more likely to have parents with less than a high school education (29 percent) than were Asian (12 percent), black (16 percent), or white students (7 percent). However, Asian and white students were equally likely to have parents who completed an advanced degree (19 percent and 18 percent, respectively). Both these groups of students were more likely to have parents who completed an advanced degree than were black (10 percent) or Hispanic students (8 percent).

Figure III.4—Percentage distribution of undergraduates, by highest level of parents' education: AY 1989-90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Among students seeking less than 2 years of vocational-technical education, 27 percent and 44 percent, respectively, had parents who had either not completed high school or who had a high school education, compared with 8 percent and 4 percent, respectively, of undergraduates whose parents had completed a bachelor's or an advanced degree (table III.6).

Table III.6— Percentage distribution of undergraduates by the (highest) level of parents' education, by selected student and institutional characteristics: AY 1989–90

	Less than high school	High school grad/ GED*	Post-secondary voc. training	Some college or A.A.	Bachelor's degree	Advanced degree
Total	9.6	31.8	5.0	17.5	19.7	16.3
Gender						
Male	7.9	31.2	4.1	17.4	21.3	18.0
Female	11.1	32.3	5.8	17.6	18.3	14.8
Race–ethnicity						
American Indian	23.1	35.9	1.7	12.8	16.2	10.4
Asian	11.9	25.5	2.7	12.3	28.9	18.7
Black, non-Hispanic	16.3	34.8	4.7	21.1	13.4	9.6
Hispanic	29.3	29.7	4.7	15.7	12.5	8.2
White, non-Hispanic	6.9	32.0	5.3	17.7	20.5	17.6
Age						
23 years or younger	5.3	28.1	5.1	18.9	23.0	19.6
24–29 years	11.2	35.2	4.6	16.7	17.6	14.8
30 years or older	21.4	40.3	5.2	14.3	11.5	7.3
Dependency status						
Dependent	4.3	26.9	5.1	18.9	24.0	20.9
Independent	15.5	37.3	5.0	16.0	15.0	11.2
Control of institution						
Public	9.6	32.0	5.1	18.4	19.9	15.1
Private, not-for-profit	5.9	26.6	4.5	14.6	22.5	26.0
Private, for-profit	19.9	44.2	6.0	14.6	9.3	6.0
Level of institution						
Less-than-2-year	22.9	41.7	5.7	14.5	9.9	5.4
2- to 3-year	12.6	35.8	5.3	18.3	16.8	11.2
4-year non-doctoral	7.0	31.0	5.3	17.7	21.2	17.8
4-year doctoral	4.3	23.4	4.2	16.6	25.4	26.1
Institution type and control						
Public						
Less-than-2-year	22.6	40.8	4.8	16.5	11.1	4.1
2- to 3-year	12.5	35.4	5.2	18.5	17.1	11.3
4-year non-doctoral	7.2	31.1	5.4	18.9	21.4	16.0
4-year doctoral	4.4	24.6	4.6	17.8	25.4	23.3
Private, not-for-profit						
Less-than-2-year	31.5	30.4	4.8	10.6	14.1	8.7
2- to 3-year	8.2	36.1	7.4	15.1	17.5	15.7
4-year non-doctoral	6.2	29.8	5.0	16.0	21.5	21.6
4-year doctoral	3.8	18.9	2.9	12.2	25.7	36.5
Private, for-profit						
Less-than-2-year	22.3	42.9	6.1	14.0	9.1	5.6
2-year or more	16.7	46.0	5.9	15.3	9.6	6.6

Table III.6— Percentage distribution of undergraduates by the (highest) level of parents' education, by selected student and institutional characteristics: AY 1989–90–Continued

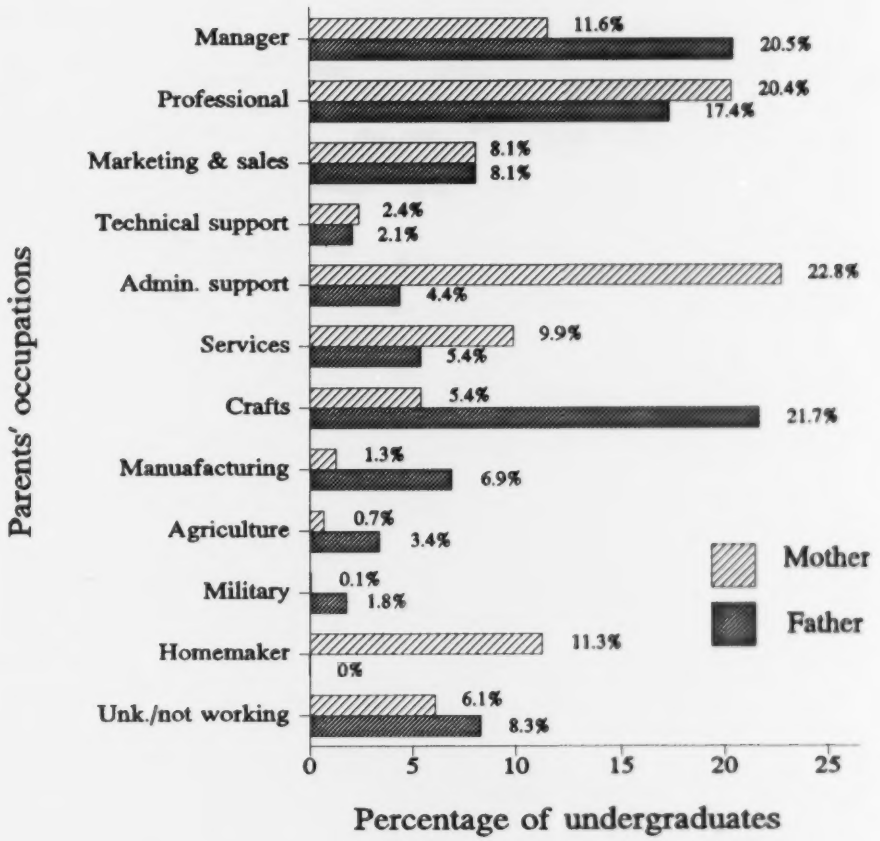
	Less than high school	High school grad/ GED*	Post-secondary voc. training	Some college or A.A.	Bachelor's degree	Advanced degree
Educational aspirations						
Voc–tech, less than 2 years	27.4	43.7	5.3	12.1	7.9	3.8
Voc–tech, 2 years and above	20.0	44.7	8.1	16.2	8.3	2.8
Some college or A.A.	18.8	44.2	4.4	17.3	11.3	4.1
Bachelor's degree	10.0	34.5	5.7	18.5	20.6	10.8
Advanced degree	6.4	26.6	4.6	17.4	21.9	23.1

*GED = Graduate Educational Development examination. This group includes certificates.
NOTES: The level of parents' education refers to the highest level among the parents or to the most educated parent. Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Mothers of undergraduates worked in a variety of occupations, with the highest percentages employed in administrative support (23 percent) or professional occupations (20 percent) (figure III.5). The occupations of their mothers varied according to undergraduates' race–ethnicity (table III.7). For instance, Asian and Hispanic undergraduates were more likely to have mothers who were homemakers (18 percent) than were either white or black students (11 percent and 8 percent, respectively). Black undergraduates were more likely than Hispanic, Asian, or white students to have mothers who worked in the service occupations–17 percent versus 11 percent, 10 percent, and 9 percent, respectively. In addition, white undergraduates were more likely to have mothers who worked in administrative support than were Hispanic, black or Asian students (25 percent versus 17 percent, 16 percent and 12 percent, respectively).

Figure III.5— Percentage distribution of undergraduates, by parents' occupations: AY 1989-90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

A majority of the fathers of undergraduates worked in managerial (21 percent), professional (17 percent), or crafts (22 percent) occupations. As shown in table III.8, white and Asian students were more likely to have fathers who held managerial or professional positions (22 percent and 18 percent for whites, 27 percent and 21 percent for Asians) than were black (10 percent and 11 percent) or Hispanic students (15 percent and 13 percent). Black and Hispanic students, on the other hand, were more likely to have fathers who worked in manufacturing (14 percent and 11 percent, respectively) than were white (6 percent) or Asian students (3 percent). Fathers of white students were also more likely than fathers of black or Hispanic students to be working in marketing and sales (9 percent versus 4 percent and 6 percent, respectively). Fathers of white undergraduates were significantly less likely than fathers of black or Asian students to be in service occupations (5 percent versus 8 percent).

Table III.7— Percentage distribution of undergraduates' mother's occupation, by selected student and institutional characteristics: AY 1989–90*

	Manager	Professional	Mktg. & sales	Tech. support	Admin. support	Services	Crafts	Manufacturing	Agriculture	Military	Homemaker	Unknown or not working
Total	11.6	20.4	8.1	2.4	22.8	9.9	5.4	1.3	0.7	0.1	11.3	6.1
Gender												
Male	11.8	21.6	8.1	2.3	22.6	8.9	5.1	1.3	0.8	0.1	11.7	5.7
Female	11.5	19.4	8.2	2.5	22.8	10.6	5.6	1.3	0.6	0.1	10.9	6.4
Race-ethnicity												
American Indian	10.3	18.3	6.2	3.0	20.5	8.5	13.6	0.9	0.5	0.3	11.9	6.0
Asian	14.3	18.3	6.6	1.0	12.3	10.0	11.1	1.2	1.5	0.0	17.6	6.1
Black, non-Hispanic	7.9	23.3	5.3	2.3	15.9	17.4	9.3	1.7	0.4	0.0	8.3	8.1
Hispanic	11.9	13.7	5.7	2.2	17.3	11.2	8.0	1.6	1.4	0.0	17.8	9.1
White, non-Hispanic	11.9	20.8	8.8	2.5	24.5	9.0	4.4	1.2	0.6	0.1	10.6	5.6
Dependency status												
Dependent	12.7	23.4	8.4	2.5	25.4	7.8	4.1	1.1	0.6	0.1	9.0	4.9
Independent	10.3	16.8	7.8	2.3	19.6	12.4	6.9	1.5	0.8	0.1	14.0	7.5
Educational aspirations												
Voc-tech, less than 2 years	8.9	8.1	10.2	2.6	16.8	17.1	9.4	3.7	0.6	0.1	16.3	6.1
Voc-tech, 2 years and above	12.9	10.5	9.7	2.4	17.1	15.4	11.5	0.6	1.6	0.5	9.4	8.4
Some college or A.A.	8.7	11.9	7.1	3.0	22.3	13.5	8.9	2.3	0.9	0.2	13.1	8.1
Bachelor's degree	11.8	16.7	8.5	2.3	23.8	10.9	5.6	1.0	0.8	0.1	11.6	6.9
Advanced degree	12.1	25.1	8.0	2.4	22.8	8.0	4.2	1.1	0.6	0.1	10.6	5.1
Institution type and control												
Public												
Less-than-2-year	11.3	11.8	7.5	1.8	20.5	17.4	8.1	1.4	0.9	0.0	13.0	6.4
2- to 3-year	11.4	16.8	8.3	2.5	21.8	11.4	6.3	1.5	0.8	0.1	12.1	6.9
4-year non-doctoral	11.5	22.0	8.2	2.4	24.2	8.6	4.8	1.2	0.8	0.1	10.3	6.0
4-year doctoral	13.2	25.0	8.2	2.4	24.2	6.7	3.2	0.6	0.4	0.0	10.7	5.4
Private, not-for-profit												
Less-than-2-year	3.8	34.0	4.6	0.2	11.6	17.7	8.8	2.2	0.8	0.0	8.7	7.8
2- to 3-year	9.4	21.2	8.1	1.9	23.5	10.3	8.7	1.1	0.6	0.0	10.3	4.8
4-year non-doctoral	11.7	24.4	7.5	2.1	24.0	8.3	4.3	1.0	0.8	0.1	10.9	4.8
4-year doctoral	12.6	30.8	7.7	2.7	21.0	5.9	2.8	0.8	0.3	0.1	10.8	4.5
Private, for-profit												
Less-than-2-year	8.5	12.7	7.3	2.4	19.8	17.2	9.9	2.4	1.2	0.1	10.6	8.0
2-year or more	8.5	12.6	8.6	3.0	23.6	15.4	9.8	2.3	0.4	0.1	10.4	5.4
Level of institution												
Less-than-2-year	9.0	13.6	7.2	2.1	19.5	17.3	9.4	2.1	1.1	0.0	11.1	7.6
2- to 3-year	11.2	16.7	8.3	2.5	22.0	11.5	6.6	1.6	0.8	0.1	11.9	6.8
4-year non-doctoral	11.5	22.7	8.0	2.3	24.1	8.7	4.7	1.2	0.8	0.1	10.6	5.5
4-year doctoral	13.1	26.2	8.1	2.4	23.5	6.6	3.1	0.7	0.4	0.1	10.7	5.2
Control of institution												
Public	11.8	19.8	8.3	2.4	22.9	9.8	5.3	1.3	0.7	0.1	11.4	6.3
Private, not-for-profit	11.7	26.5	7.6	2.2	22.7	7.8	4.2	1.0	0.6	0.1	10.8	4.8
Private, for-profit	8.5	12.7	7.9	2.6	21.5	16.4	9.9	2.3	0.8	0.1	10.5	6.8

*Based on groupings of the Department of Labor's Standard Occupational Classification (SOC) codes.
NOTE: Percentages may not sum to 100 percent due to rounding.
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Table III.8— Percentage distribution of undergraduates' father's occupation, by selected student and institutional characteristics: AY 1989–90*

	Manager	Professional	Mktg. & sales	Tech. support	Admin. support	Services	Crafts	Manufacturing	Agriculture	Military	Homemaker	Unknown or not working
Total	20.5	17.4	8.1	2.1	4.4	5.4	21.7	6.9	3.4	1.8	0.0	8.3
Gender												
Male	21.5	18.5	8.6	2.2	4.4	5.7	20.2	6.1	3.3	1.7	0.0	7.9
Female	19.7	16.5	7.8	2.0	4.3	5.0	23.0	7.5	3.5	2.0	0.0	8.6
Race–ethnicity												
American Indian	16.9	15.0	2.7	2.1	4.1	4.7	26.0	6.0	1.1	2.4	0.0	19.2
Asian	26.8	21.3	5.8	1.9	5.1	7.9	11.8	3.2	3.3	2.4	0.2	10.3
Black, non-Hispanic	10.1	10.6	3.8	2.0	4.9	7.9	27.9	13.5	2.6	3.0	0.0	13.7
Hispanic	14.9	12.5	6.1	1.8	4.3	7.0	26.6	10.6	5.5	1.3	0.0	9.5
White, non-Hispanic	21.6	18.2	8.9	2.2	4.3	4.8	21.2	6.2	3.4	1.7	0.0	7.5
Dependency status												
Dependent	23.6	20.0	8.9	2.3	4.3	5.2	18.7	5.6	2.6	1.6	0.0	7.3
Independent	17.0	14.5	7.3	1.9	4.5	5.6	25.1	8.4	4.4	2.1	0.0	9.4
Educational aspirations												
Voc–tech, less than 2 years	11.1	6.0	6.2	2.6	4.4	7.4	37.4	9.1	5.5	1.4	0.0	8.9
Voc–tech, 2 years and above	10.8	5.3	5.8	2.9	4.9	6.2	38.0	10.5	5.9	0.9	0.0	8.5
Some college or A.A.	14.3	8.7	6.8	1.9	4.9	6.8	28.8	11.2	5.6	1.2	0.0	9.9
Bachelor's degree	19.8	14.0	7.7	2.0	4.7	5.7	23.4	7.9	3.8	1.9	0.0	9.1
Advanced degree	23.0	22.1	8.9	2.2	4.1	4.8	17.7	5.2	2.7	2.0	0.0	7.3
Type of institution												
Public												
Less-than-2-year	11.4	6.7	4.8	3.2	5.3	7.7	34.7	8.2	4.4	2.1	0.0	11.6
2- to 3-year	18.1	13.6	7.1	1.9	4.3	6.1	24.6	8.3	4.2	2.1	0.0	9.8
4-year non-doctoral	21.2	17.7	8.7	2.0	5.2	5.5	20.6	6.3	3.4	1.9	0.0	7.5
4-year doctoral	25.2	23.0	9.8	2.7	4.4	3.5	16.4	4.6	2.5	1.5	0.0	6.3
Private, not-for-profit												
Less-than-2-year	5.0	16.0	8.0	1.8	5.1	7.2	27.6	8.6	7.0	0.5	0.0	13.2
2- to 3-year	18.3	15.7	8.6	2.2	3.5	5.8	26.6	5.7	5.4	0.6	0.0	7.7
4-year non-doctoral	23.0	21.2	9.3	2.0	4.2	5.1	18.9	5.0	3.2	1.5	0.0	6.7
4-year doctoral	26.3	30.4	10.0	1.9	3.1	4.2	11.9	3.2	1.5	1.1	0.0	6.4
Private, for-profit												
Less-than-2-year	12.4	8.4	4.9	2.0	4.3	7.1	32.8	12.3	4.2	1.8	0.1	9.9
2-year or more	14.6	9.9	6.6	1.6	4.2	6.5	30.6	12.6	1.5	1.9	0.1	9.9
Level of institution												
Less-than-2-year	11.7	8.3	5.0	2.3	4.6	7.3	33.0	11.0	4.4	1.8	0.0	10.5
2- to 3-year	18.0	13.5	7.1	1.9	4.3	6.1	24.8	8.4	4.1	2.1	0.0	9.8
4-year non-doctoral	21.6	18.8	8.9	2.0	4.8	5.4	20.4	6.0	3.2	1.7	0.0	7.2
4-year doctoral	25.4	24.6	9.8	2.5	4.1	3.7	15.5	4.3	2.3	1.5	0.0	6.3
Control of institution												
Public	20.4	16.7	8.0	2.2	4.5	5.4	21.9	6.9	3.6	1.9	0.0	8.5
Private, not-for-profit	23.5	23.9	9.5	2.0	3.8	4.8	17.2	4.5	2.8	1.3	0.0	6.8
Private, for-profit	13.4	9.0	5.7	1.9	4.2	6.8	31.8	12.4	3.0	1.8	0.1	9.9

*Based on grouping of the Department of Labor's Standard Occupational Classification (SOC) codes.
NOTE: Percentages may not sum to 100 percent due to rounding.
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Disability Status

Overall, 7 percent of undergraduates reported that they had some kind of disability. White students were more likely to report having a disability (7 percent) than were black, Hispanic or Asian students (5 percent, 4 percent and 3 percent, respectively).

Disability status was also related to the educational objectives of undergraduates (table III.9). Seven percent of students aspiring to earn a bachelor's or an advanced degree had some kind of disability, compared with 11 percent of those intending to complete some college but less than a bachelor's degree, and 16 percent of those intending to obtain vocational training requiring less than 2 years of school.[9]

Table III.9— Percentage of disabled undergraduates and type of disability, by selected student and institutional characteristics: AY 1989-90

		Type of disability among disabled*				
	Percent disabled	Hearing**	Speech**	Learning	Mobility	Other
Total	6.6	34.6	4.5	20.2	36.3	22.7
Gender						
Male	8.1	34.9	5.3	23.2	35.3	21.0
Female	5.8	34.3	3.6	16.9	37.6	24.6
Race-ethnicity						
American Indian	12.4	—	—	—	—	—
Asian	3.4	40.8	21.9	14.2	26.9	26.1
Black, non-Hispanic	5.2	27.4	10.3	22.7	30.8	36.6
Hispanic	3.7	33.7	6.6	14.9	41.3	17.8
White, non-Hispanic	7.2	34.7	3.4	20.3	37.0	21.4
Dependency status						
Dependent	4.6	31.7	4.3	29.4	25.8	18.5
Independent	8.5	36.0	4.6	15.6	41.6	24.7
Educational aspirations						
Voc-tech, less than 2 years	15.6	35.7	1.9	26.3	39.6	19.3
Voc-tech, 2 years and above	12.7	43.2	2.8	26.0	24.9	29.8
Some college or A.A.	10.8	32.1	7.8	19.2	39.7	31.0
Bachelor's degree	7.4	35.1	4.8	18.7	38.2	21.4
Advanced degree	7.4	34.5	3.5	19.8	34.7	21.3

[9]Even though about 13 percent of undergraduates intending to get vocational– technical degrees requiring 2 or more years were disabled, their small sample precluded finding a difference between these students and disabled students seeking baccalaureate or advanced degrees.

Table III.9— Percentage of disabled undergraduates and type of disability, by selected student and institutional characteristics: AY 1989–90–Continued

	Percent disabled	Type of disability among disabled*				
		Hearing**	Speech**	Learning	Mobility	Other
Institution type						
Public						
Less-than-2-year	10.4	37.8	3.6	20.4	39.7	19.0
2- to 3-year	8.2	33.8	4.6	21.5	37.6	21.1
4-year non-doctoral	5.6	33.5	3.9	18.5	37.5	22.5
4-year doctoral	4.7	39.8	3.9	18.0	30.2	22.9
Private, not-for-profit						
Less-than-2-year	5.3	21.0	0.5	6.7	58.4	35.8
2- to 3-year	6.4	40.0	7.5	24.6	16.8	24.1
4-year non-doctoral	5.2	34.8	5.0	22.6	36.4	21.0
4-year doctoral	3.7	36.6	5.6	21.2	26.8	22.3
Private, for-profit						
Less-than-2-year	6.7	33.2	5.3	17.1	39.0	33.5
2-year or more	7.2	27.1	4.5	14.8	42.5	35.4
Level of institution						
Less-than-2-year	7.3	33.9	4.6	17.6	40.0	29.7
2- to 3-year	8.1	33.6	4.7	21.2	37.5	21.5
4-year non-doctoral	5.6	33.8	4.3	19.9	37.0	22.9
4-year doctoral	4.5	39.3	4.2	18.5	29.6	22.8
Control of institution						
Public	6.9	34.9	4.3	20.4	36.5	21.5
Private, not-for-profit	4.8	35.4	5.3	22.0	32.7	22.1
Private, for-profit	6.9	31.0	5.0	16.3	40.3	34.1

—Too few sample cases for a reliable estimate.
*Percentage represents the specific disability reported by students who indicated they were disabled (i.e. among the 6.6 percent reporting a disability).
**These groups may be underestimated since the survey was conducted by telephone interview.
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Chapter IV

Comparison of Undergraduates Enrolled in Fall and Non-Fall Terms

NPSAS:90 surveyed undergraduates for the entire 1989–90 academic year. Thus, it was possible to identify the terms in which students were enrolled. This chapter discusses the differences between undergraduates enrolled in fall and non-fall terms.[10] Variations in institution type and student characteristics associated with term of enrollment are presented. Student characteristics include attendance status, gender, race–ethnicity, age, and year in school.[11]

Types of Institutions

The term in which students were enrolled varied considerably according to institution control–public, private, not-for-profit, and private, for-profit (table IV.1). Among undergraduates enrolled in each type of institution, students attending private, not-for-profit institutions were most likely to be fall enrollees (87 percent), followed by public institutions (78 percent enrolled in the fall). Undergraduates enrolled in private, for-profit institutions, on the other hand, were equally as likely to be enrolled in non-fall terms as they were to be enrolled in the fall (50 percent in each term).

When enrollments were examined according to level of institution, students attending less-than-2-year institutions (which are primarily for-profit institutions), were more likely to be enrolled in non-fall terms than they were in the fall (56 percent compared with 44 percent). In contrast, nearly 90 percent of students attending either type of 4-year institution (doctoral and non-doctoral granting), were enrolled in the fall. A majority of students attending 2- to 3-year institutions were also enrolled in the fall (72 percent), though the percentage of fall enrollees was lower than that observed for 4-year institutions.

The enrollment patterns observed for 2- to 3-year and 4-year institutions were consistent regardless of whether the institution was in the public or private sector. However, among students attending less-than-2-year institutions, this was not the case. Students attending private, for-profit institutions were considerably more likely to be enrolled in non-fall terms (58 percent enrolled in non-fall terms compared with 42 percent enrolled in the fall), while no statistically significant difference was found between the percentage of fall and non-fall students enrolled in public institutions (46 percent were enrolled in non-fall terms and 54 percent enrolled in the fall).

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[10]Non-fall term in NPSAS:90 refers to students enrolled in August 1989, February 1990, or June 1990 and *not* enrolled in the fall term (October 1989).

[11]Differences in sources of financial support and financial aid awarded between undergraduates enrolled in fall or non-fall terms are discussed in chapter VI.

Table IV.1— Percentage of undergraduates in fall and non-fall terms, by institutional characteristics: AY 1989–90

	Fall term students	Non-fall term students
Total	77.4	22.6
Gender		
Male	77.3	22.7
Female	77.5	22.5
Race–ethnicity		
American Indian	78.3	21.7
Asian	81.1	18.9
Black, non-Hispanic	71.9	28.1
Hispanic	69.9	30.1
White, non-Hispanic	78.7	21.3
Age		
23 years or younger	82.9	17.1
24–29 years	72.5	27.5
30 years or older	75.2	24.8
Dependency status		
Dependent	84.0	16.0
Independent	71.6	28.4
Control of institution		
Public	78.3	21.7
Private, not-for-profit	86.9	13.1
Private, for-profit	50.3	49.7
Level of institution		
Less-than-2-year	44.5	55.5
2- to 3-year	72.0	28.0
4-year non-doctoral	87.5	12.5
4-year doctoral	87.5	12.5
Institution type		
Public		
Less-than-2-year	54.6	45.5
2- to 3-year	72.4	27.6
4-year non-doctoral	87.5	12.5
4-year doctoral	86.6	13.5
Private, not-for-profit		
Less-than-2-year	46.3	53.7
2- to 3-year	70.7	29.3
4-year non-doctoral	88.5	11.5
4-year doctoral	90.7	9.3
Private, for-profit		
Less-than-2-year	41.8	58.2
2-year and above	66.9	33.1

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Student Characteristics

Attendance Status

Whether or not undergraduates attended school full or part time was one of the strongest characterizations of term of enrollment (table IV.2). Students enrolled in the fall were much more likely to attend full time (62 percent) than were students enrolled in non-fall terms (37 percent). Furthermore, students enrolled in non-fall terms were equally as likely to attend less than half time as they were to attend full time (38 percent and 37 percent, respectively).

This attendance pattern–students more likely to be full time in the fall–was consistent across most student and institutional characteristics. There were a few exceptions, however, such as students who attended less-than-2-year institutions, regardless of institutional control, were equally likely to be full time in the fall or non-fall terms. About 81 percent of students attending private, for-profit less-than-2-year institutions in the fall were enrolled full-time and 86 percent of students enrolled in non-fall terms were full-time. The same was true for private, for-profit 2-year or above institutions.[12]

It is also interesting to note that the distribution of full-time and part-time students was similar across racial–ethnic groups for the fall term, but varied for the non-fall terms. About 50 percent of either black or Hispanic students were enrolled full time in the non-fall terms compared with only 33 percent of white students.

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[12]Even though the percentage of full-time students in the fall and non-fall terms appears to be different for private not-for-profit less-than-2-year institutions (83 percent versus 97 percent) and private for-profit less-than-2-year institutions (87 percent versus 71 percent), the standard errors were too high to find statistical significance.

Table IV.2— Percentage distribution of undergraduates by attendance status and term, by selected student and institutional characteristics: AY 1989–90

	Fall			Non-fall		
	Full time	At least half time	Less than half time	Full time	At least half time	Less than half time
Total	61.7	19.8	18.5	36.9	25.3	37.8
Gender						
Male	64.8	18.7	16.4	35.0	26.0	39.0
Female	59.2	20.6	20.2	37.8	25.0	37.3
Race–ethnicity						
American Indian	57.0	24.8	18.2	42.7	19.9	37.4
Asian	60.7	19.4	19.9	43.1	17.5	39.4
Black, non-Hispanic	62.5	22.9	14.5	49.8	22.1	28.2
Hispanic	58.4	23.3	18.2	49.2	27.8	23.0
White, non-Hispanic	62.0	19.1	18.9	32.5	25.9	41.6
Age						
23 years or younger	79.3	14.2	6.5	43.1	28.4	28.5
24 to 29 years	43.9	28.4	27.7	27.4	27.7	45.0
30 years or older	28.2	28.6	43.3	19.5	22.2	58.4
Dependency status						
Dependent	81.9	12.9	5.3	44.5	26.8	28.7
Independent	39.5	27.5	33.1	32.8	24.7	42.6
Control of institution						
Public	55.8	22.4	21.9	24.5	28.6	46.9
Private, not-for-profit	81.2	10.8	8.0	45.5	23.5	31.0
Private, for-profit	83.6	12.3	4.0	82.3	12.8	4.9
Level of institution						
Less-than-2-year	78.4	16.0	5.6	80.5	12.5	7.0
2- to 3-year	38.1	28.5	33.4	21.5	27.1	51.5
4-year non-doctoral	75.9	14.7	9.4	36.4	30.4	33.2
4-year doctoral	82.0	11.8	6.2	45.1	29.5	25.4
Institution type						
Public						
Less-than-2-year	68.7	21.3	10.0	47.9	25.0	27.1
2- to 3-year	34.5	29.9	35.6	17.4	27.8	54.7
4-year non-doctoral	74.0	16.5	9.5	35.8	31.3	32.9
4-year doctoral	80.8	12.9	6.3	43.9	31.2	24.9
Private, not-for-profit						
Less-than-2-year	83.3	16.2	0.5	97.1	2.9	0.0
2- to 3-year	79.6	12.3	8.1	48.9	18.6	32.5
4-year non-doctoral	78.5	12.1	9.4	31.9	30.2	38.0
4-year doctoral	86.0	8.1	5.9	51.3	20.9	27.8
Private, for-profit						
Less-than-2-year	81.1	14.3	4.6	85.6	10.8	3.6
2-year and above	86.8	9.9	3.4	70.9	19.8	9.3

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Gender, Race-Ethnicity, Age

Overall, the gender distribution was similar for fall and non-fall students (table IV.3). However, among older students (30 years or older) and students enrolled less than half-time, a higher proportion of women were enrolled in the fall than in non-fall terms (66 percent versus 58 percent among women aged 30 or older; and 61 percent versus 54 percent among women enrolled less than half time). It follows, then, that men with these characteristics exhibited the opposite pattern–a higher percentage was enrolled in non-fall terms than in the fall (42 percent versus 35 percent among men aged 30 or older, and 46 percent versus 39 percent among men enrolled less than half time).

Unlike gender, the racial–ethnic group distribution of undergraduates varied overall for fall and non-fall enrollees (table IV.4). In particular, the percentage of Hispanic students enrolled in non-fall terms was higher than the percentage enrolled in the fall, while the percentage of white students enrolled in non-fall terms was lower than the percentage enrolled in the fall. Among non-fall undergraduates, about 11 percent were Hispanic and 72 percent were white; in the fall only 8 percent were Hispanic and 77 were white.

Among full-time students, the difference in the racial–ethnic distribution between fall and non-fall enrollees was even more pronounced. For example, nearly twice as many black and Hispanic students were enrolled in non-fall terms (17 percent and 15 percent) as were enrolled in the fall (10 percent and 7 percent). Enrollment for white full-time students, on the other hand, was 78 percent in the fall and only 63 percent in non-fall terms.

The age distribution of undergraduates also differed according to whether or not a student was enrolled in the fall or in non-fall terms (table IV.5). The percentage of older students (age 30 or older) was higher in non-fall terms than it was in the fall (30 percent compared with 24 percent); while the percentage of students in the youngest age group (23 or younger) was higher in the fall term than in non-fall terms (61 percent compared with 48 percent).

When age distribution was examined separately for men and women, women attending in the fall were more likely than men to be age 30 or older (29 percent compared with 19 percent), and less likely to be 23 or younger (57 percent compared with 65 percent). The age distribution for these non-fall students, on the other hand, was the same regardless of gender.

Table IV.3—Percentage distribution of undergraduates by gender and term, by selected student and institutional characteristics: AY 1989–90

	Fall		Non-fall	
	Male	Female	Male	Female
Total	44.3	55.7	45.8	54.2
Race–ethnicity				
American Indian	53.8	46.2	41.1	59.0
Asian	51.8	48.2	51.1	48.9
Black, non-Hispanic	37.1	62.9	36.1	63.9
Hispanic	46.2	53.9	49.2	50.8
White, non-Hispanic	44.4	55.6	46.5	53.5
Age				
23 years or younger	47.5	52.5	47.0	53.1
24–29 years	47.4	52.6	49.0	51.0
30 years or older	34.5	65.5	42.0	58.0
Dependency status				
Dependent	48.2	51.8	48.3	51.7
Independent	40.0	60.0	44.5	55.6
Attendance status				
Full-time	46.4	53.6	44.6	55.4
At least half-time	41.8	58.2	46.3	53.7
Less than half-time	39.1	60.9	46.4	53.6
Control of institution				
Public	44.4	55.6	46.9	53.1
Private, not-for-profit	45.3	54.7	47.5	52.5
Private, for-profit	38.5	61.5	38.1	61.9
Level of institution				
Less-than-2-year	40.8	59.3	42.6	57.4
2- to 3-year	41.6	58.4	45.7	54.4
4-year non-doctoral	44.3	55.7	48.0	52.0
4-year doctoral	49.0	51.0	47.1	52.9
Institution type				
Public				
Less-than-2-year	50.2	49.8	57.5	42.5
2- to 3-year	42.0	58.0	46.8	53.2
4-year non-doctoral	44.7	55.3	43.7	56.3
4-year doctoral	48.6	51.4	47.2	52.8
Private, not-for-profit				
Less-than 2-year	37.5	62.5	44.2	55.8
2- to 3-year	36.3	63.7	43.4	56.7
4-year non-doctoral	43.5	56.6	49.7	50.4
4-year doctoral	50.4	49.6	46.8	53.2
Private, for-profit				
Less-than-2-year	37.7	62.3	38.1	62.0
2-year and above	39.4	60.6	38.3	61.7

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Table IV.4—Percentage distribution of undergraduates by race–ethnicity and term, by selected student and institutional characteristics: AY 1989–90

	Fall					Non-fall				
	Am. Ind.	Asian	Black	His-panic	White	Am. Ind.	Asian	Black	His-panic	White
Total	0.8	5.0	9.4	7.7	77.2	0.8	3.9	12.6	11.3	71.5
Gender										
Male	1.0	5.8	7.9	8.0	77.4	0.7	4.3	9.7	12.0	73.3
Female	0.7	4.3	10.6	7.4	77.1	0.8	3.6	14.8	10.5	70.3
Age										
23 years or younger	0.7	5.2	8.5	7.6	78.0	0.6	5.3	9.9	11.6	72.7
24–29 years	0.6	6.0	11.0	9.3	73.1	0.5	3.2	13.7	9.5	73.1
30 years or older	1.1	3.8	10.8	6.4	77.9	1.0	2.4	9.7	7.3	79.6
Dependency status										
Dependent	0.7	5.3	8.0	7.6	78.5	0.9	5.9	9.8	11.7	71.7
Independent	0.9	4.5	11.1	7.7	75.8	0.7	2.9	14.1	10.9	71.5
Attendance status										
Full-time	0.7	4.8	9.5	7.0	78.0	0.8	4.6	16.5	14.7	63.4
At least half-time	0.9	4.8	10.9	8.7	74.7	0.6	2.7	10.7	12.1	73.9
Less than half-time	0.7	5.3	7.4	7.3	79.3	0.7	4.1	9.1	6.7	79.4
Control of institution										
Public	0.9	5.2	9.0	7.3	77.7	0.7	4.5	9.8	9.0	76.2
Private, not-for-profit	0.5	4.3	7.6	7.7	79.9	0.8	2.5	7.6	16.2	72.9
Private, for-profit	0.9	3.7	21.4	13.0	61.0	1.0	2.5	26.8	18.1	51.6
Level of institution										
Less-than-2-year	0.9	3.3	20.6	13.9	61.3	0.9	2.3	25.5	21.0	50.3
2- to 3-year	1.1	5.3	10.0	8.5	75.1	0.8	4.5	10.3	9.5	74.9
4-year non-doctoral	0.5	4.2	9.0	6.7	79.7	1.0	4.0	8.8	8.8	77.5
4-year doctoral	0.6	5.4	7.3	6.3	80.4	0.2	3.6	9.1	8.2	78.9
Institution type										
Public										
Less-than-2-year	0.6	1.5	10.9	3.3	83.8	0.3	0.0	15.6	8.5	75.6
2- to 3-year	1.1	5.5	9.6	8.5	75.3	0.8	4.8	9.6	9.7	75.2
4-year non-doctoral	0.5	5.0	9.5	6.5	78.5	0.8	5.7	9.5	6.2	77.8
4-year doctoral	0.7	4.9	7.4	5.8	81.3	0.2	3.3	9.2	7.5	79.7
Private, not-for-profit										
Less-than-2-year	0.7	3.8	27.9	26.2	41.5	0.0	4.9	8.5	57.7	28.9
2- to 3-year	0.6	2.1	9.0	8.0	80.3	0.0	0.9	7.6	7.2	84.3
4-year non-doctoral	0.4	2.9	7.5	7.1	82.2	1.5	1.3	7.0	13.2	77.0
4-year doctoral	0.5	7.2	6.9	8.1	77.4	0.3	5.0	8.5	11.3	74.9
Private, for-profit										
Less-than-2-year	1.1	3.9	23.3	16.5	55.4	1.1	2.6	28.5	21.1	46.7
2-year or more	0.8	3.4	19.1	8.8	67.9	0.9	2.2	20.7	7.7	68.6

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Table IV.5— Percentage distribution of undergraduates by age and term, by selected student and institutional characteristics: AY 1989-90

	Fall			Non-fall		
	Age 23 or younger	Age 23-29 years	Age 30 or older	Age 23 or younger	Age 23-29 years	Age 30 or older
Total	60.5	15.2	24.3	47.6	22.0	30.4
Gender						
Male	64.9	16.2	18.9	48.7	23.4	27.9
Female	57.1	14.3	28.6	46.7	20.7	32.6
Race–ethnicity						
American Indian	54.7	10.9	34.3	41.4	15.1	43.5
Asian	63.0	18.5	18.5	63.9	17.7	18.4
Black, non-Hispanic	54.3	17.9	27.8	44.1	28.2	27.7
Hispanic	60.8	18.6	20.6	56.0	21.3	22.7
White, non-Hispanic	61.1	14.4	24.5	46.2	21.5	32.4
Dependency status						
Dependent	100.0	0.0	0.0	100.0	0.0	0.0
Independent	17.6	31.8	50.6	18.3	34.2	47.4
Attendance status						
Full-time	78.3	10.8	11.0	63.2	18.8	18.0
At least half-time	43.8	21.6	34.6	51.4	23.3	25.3
Less than half-time	21.3	22.6	56.1	33.0	24.3	42.6
Control of institution						
Public	58.1	15.7	26.2	47.0	21.9	31.1
Private, not-for-profit	73.8	10.9	15.3	48.7	21.7	29.6
Private, for-profit	51.0	22.4	26.6	50.9	22.5	26.6
Level of institution						
Less-than-2-year	44.0	23.1	32.8	44.7	22.0	33.3
2- to 3-year	45.1	17.7	37.2	44.4	22.7	32.9
4-year non-doctoral	69.9	13.2	16.9	52.8	20.2	27.1
4-year doctoral	78.1	12.1	9.8	59.1	20.4	20.6
Institution type						
Public						
Less-than-2-year	37.0	21.3	41.7	41.9	13.8	44.3
2- to 3-year	44.0	17.7	38.3	43.6	22.9	33.6
4-year non-doctoral	69.3	14.5	16.2	54.9	20.2	25.0
4-year doctoral	77.5	12.6	9.9	58.7	20.6	20.8
Private, not-for-profit						
Less-than-2-year	31.7	28.1	40.1	20.6	24.4	55.1
2- to 3-year	68.6	12.5	19.0	59.8	22.1	18.1
4-year non-doctoral	71.2	10.9	17.9	42.7	22.5	34.8
4-year doctoral	80.5	10.1	9.4	61.4	19.1	19.5
Private, for-profit						
Less-than-2-year	47.4	23.4	29.2	47.4	24.5	28.1
2-year or more	55.4	21.2	23.4	59.1	17.8	23.1

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Year in School

The final comparison made between fall and non-fall enrollees was in relation to students' year in school. As shown in table IV.6, non-fall students were much more likely to be in their first year than fall students (66 percent compared with 46 percent). This finding was consistent across student characteristics with the exception of American Indians who were just as likely to be in their first year in fall term (64 percent in the fall and 61 percent in non-fall terms).

Even when institution level was held constant, only students attending 4-year non-doctoral-granting institutions were equally likely to be first-year students in the fall or non-fall terms (31 percent in the fall and 34 percent in non-fall terms). For all other levels, including 4-year doctoral-granting institutions, students in non-fall terms were more likely to be in their first year than students in the fall term.

Table IV.6— Percentage distribution of undergraduates by level and term, by selected student and institutional characteristics: AY 1989–90

	Fall					Non-fall				
	1st year	2nd year	3rd year	4th year	5th year	1st year	2nd year	3rd year	4th year	5th year
Total	45.6	25.6	12.8	14.5	1.5	66.2	18.7	7.2	6.7	1.3
Gender										
Male	44.8	25.0	13.5	15.3	1.5	66.4	17.7	7.8	7.0	1.1
Female	46.1	26.1	12.3	13.9	1.6	65.6	19.6	6.7	6.5	1.6
Race–ethnicity										
American Indian	63.9	15.5	7.7	12.4	0.6	60.7	30.2	6.9	2.2	0.0
Asian	42.9	24.3	13.4	15.9	3.4	69.6	15.9	6.5	8.0	0.0
Black, non-Hispanic	55.3	23.1	9.7	10.6	1.4	76.1	13.9	3.8	4.9	1.4
Hispanic	50.7	25.6	10.8	11.1	1.9	75.0	14.3	7.0	3.1	0.6
White, non-Hispanic	43.9	26.1	13.4	15.2	1.4	62.9	20.3	7.8	7.5	1.5
Age										
23 years or younger	45.5	25.1	14.5	14.1	0.8	62.?	21.4	8.5	6.7	0.7
24–29 years	40.9	25.1	11.1	20.4	2.6	59.8	20.7	7.4	10.0	2.1
30 years or older	48.3	27.4	9.7	11.7	2.8	67.5	17.6	6.6	6.2	2.2
Dependency status										
Dependent	44.8	25.4	15.0	14.1	0.7	63.8	21.1	8.1	6.2	0.8
Independent	46.4	25.8	10.5	14.9	2.5	67.0	17.7	6.7	7.0	1.6
Attendance status										
Full-time	40.9	25.2	15.4	17.4	1.1	70.1	15.6	7.7	6.0	0.6
At least half-time	48.7	27.9	9.7	12.1	1.6	61.7	20.6	7.9	8.8	1.0
Less than half-time	56.7	25.1	7.6	7.5	3.0	66.5	19.8	6.0	5.7	2.1
Control of institution										
Public	46.1	26.7	11.7	13.9	1.6	62.4	21.7	7.9	6.7	1.4
Private, not-for-profit	32.5	23.9	21.0	21.1	1.5	45.2	19.6	14.8	17.3	3.2
Private, for-profit	82.0	16.0	1.1	0.6	0.3	92.1	6.2	0.4	1.1	0.2

Table IV.6— Percentage distribution of undergraduates by level and term, by selected student and institutional characteristics: AY 1989–90–Continued

	Fall					Non-fall				
	1st year	2nd year	3rd year	4th year	5th year	1st year	2nd year	3rd year	4th year	5th year
Level of institution										
Less-than-2-year	92.9	6.5	0.2	0.2	0.1	97.2	2.4	0.1	0.1	0.2
2- to 3-year	62.7	31.8	2.9	1.5	1.2	71.8	24.1	2.4	1.2	0.5
4-year non-doctoral	31.3	21.6	21.4	23.6	2.1	33.7	16.8	23.8	21.3	4.4
4-year doctoral	25.4	22.7	21.9	28.2	1.7	32.5	19.4	20.5	24.4	3.2
Institution type										
Public										
Less-than-2-year	90.7	8.5	0.2	0.5	0.0	93.6	6.1	0.0	0.3	0.0
2- to 3-year	62.6	31.8	2.9	1.5	1.2	71.8	23.9	2.5	1.3	0.6
4-year non-doctoral	30.1	20.5	21.4	25.6	2.5	31.7	16.1	27.9	19.7	4.7
4-year doctoral	24.7	22.6	21.7	29.2	1.8	32.0	19.2	20.9	24.8	3.2
Private, not-for-profit										
Less-than-2-year	91.7	8.3	0.0	0.0	0.0	99.0	1.0	0.0	0.0	0.0
2- to 3-year	54.9	35.8	6.5	2.5	0.3	58.5	33.4	4.1	3.3	0.7
4-year non-doctoral	31.6	23.4	22.1	21.3	1.6	34.7	18.3	19.4	23.0	4.5
4-year doctoral	27.9	23.2	22.5	24.7	1.7	35.4	20.4	18.6	22.2	3.4
Private, for-profit										
Less-than-2-year	93.8	5.7	0.2	0.2	0.2	97.9	1.7	0.1	0.1	0.2
2-year or more	67.6	28.7	2.2	1.2	0.4	72.5	21.6	1.4	4.6	0.0

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Chapter V

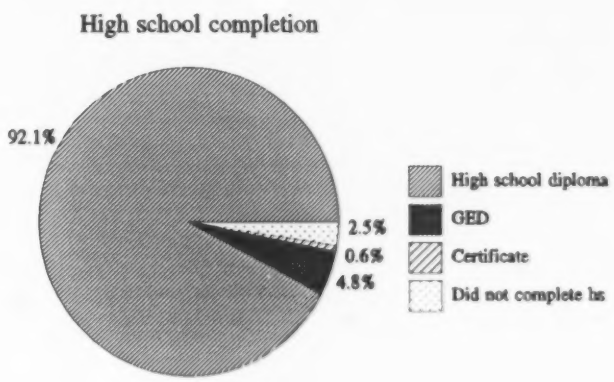
Academic Preparation

This chapter examines undergraduates' academic preparations prior to their entry into postsecondary education. The type of high school diploma undergraduates received is presented as well as the historical trend of College Entrance Examination scores from 1966–67 to 1989–90.

High School Graduation

An overwhelming majority of undergraduates (92 percent) received a high school diploma before entering postsecondary education (figure V.1). About 5 percent received a GED, and slightly less than 1 percent (0.6 percent) received a certificate of completion. About 3 percent of undergraduates had no high school diploma or equivalent.

Figure V.1— Percentage distribution of undergraduates by high school completion status: AY 1989–90



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Some groups of undergraduates were not equally likely to have received a high school diploma (table V.1). Among racial–ethnic groups, Asian and white students were more likely to have earned a high school diploma (93 percent and 94 percent, respectively) than were Hispanic (85 percent), black (88 percent), or American Indian students (82 percent). Students under 24 years old were more likely than older students (either 24 to 29 years old or 30 years old or older) to have received a high school diploma (96 percent compared with 89 percent and 88 percent, respectively).

Undergraduates who attended less-than-2-year institutions were far less likely to have completed high school (18 percent) than were students attending any other level of institution (less than 3 percent).

Table V.1— Percentage distribution of undergraduates by high school completion status and by selected student and institutional characteristics: AY 1989–90

	High school diploma	GED/ equivalent*	Certif-icate	No high school degree
Total	92.1	4.8	0.6	2.5
Gender				
Male	93.3	3.9	0.6	2.1
Female	92.2	5.3	0.6	2.0
Race–ethnicity				
American Indian	81.8	12.3	1.3	4.6
Asian	92.5	2.7	2.1	2.7
Black, non-Hispanic	87.5	6.5	1.0	5.1
Hispanic	85.2	6.0	0.7	8.1
White, non-Hispanic	93.6	4.6	0.4	1.5
Age				
23 years or younger	95.8	2.1	0.5	1.6
24–29 years	89.4	7.4	0.8	2.3
30 years or older	87.8	8.6	0.6	2.9
Dependency status				
Dependent	97.0	1.3	0.4	1.3
Independent	87.8	8.0	0.8	3.5
Income and dependency				
Dependent student				
Less than $10,000	93.9	2.0	0.8	3.2
$10,000–19,999	94.5	2.4	0.7	2.4
$20,000–29,999	96.5	1.6	0.3	1.7
$30,000–39,999	96.9	1.4	0.3	1.5
$40,000–49,999	98.3	0.8	0.3	0.6
$50,000–59,999	98.2	1.0	0.6	0.3
$60,000–69,999	98.3	1.0	0.3	0.5
$70,000 or more	99.1	0.4	0.2	0.2
Independent student				
Less than $5,000	80.8	11.6	0.9	6.7
$5,000–9,999	86.9	8.0	0.6	4.5
$10,000–19,999	88.4	7.8	0.9	3.0
$20,000–29,999	89.7	7.7	0.4	2.2
$30,000–49,999	90.8	6.3	0.8	2.1
$50,000 or more	93.8	5.1	0.6	0.6
Attendance status				
Full-time	92.7	4.2	0.5	2.5
At least half-time	91.5	5.9	0.5	2.1
Less than half-time	92.1	5.1	0.6	2.2

Table V.1— Percentage distribution of undergraduates by high school completion status and by selected student and institutional characteristics: AY 1989–90–Continued

	High school diploma	GED/ equivalent*	Certif-icate	No high school degree
Employment status				
No employment	88.8	6.5	0.7	4.1
Outside school period	94.5	3.7	0.5	1.3
Inside school period	93.6	4.3	0.9	1.3
Employed all times	94.0	4.3	0.5	1.2
Control of institution				
Public	93.3	4.6	0.5	1.5
Private, not-for-profit	96.4	2.0	0.6	0.9
Private, for-profit	72.8	11.9	1.3	13.9
Level of institution				
Less-than-2-year	69.3	12.4	0.8	17.5
2- to 3-year	90.1	6.8	0.7	2.4
4-year non-doctoral	97.1	2.3	0.5	0.1
4-year doctoral	98.3	1.1	0.4	0.2
Institution type and control				
Public				
Less-than-2-year	76.1	15.4	0.2	8.3
2- to 3-year	90.5	6.6	0.6	2.3
4-year non-doctoral	97.2	2.2	0.5	0.1
4-year doctoral	98.4	1.2	0.3	0.2
Private, not-for-profit				
Less-than-2-year	62.3	10.3	0.3	27.1
2- to 3-year	95.5	3.6	0.7	0.2
4-year non-doctoral	97.3	2.1	0.5	0.1
4-year doctoral	98.2	0.9	0.7	0.2
Private, for-profit				
Less-than-2-year	68.1	11.8	1.0	19.1
2-year or more	82.1	12.0	1.9	3.9
Parents' education				
Less than high school	82.1	11.6	0.9	5.3
High school grad/GED	93.3	4.2	0.6	1.9
Postsecondary voc. training	94.4	4.2	0.3	1.2
Some college or A.A.	95.0	3.8	0.4	0.8
Bachelor's degree	96.9	2.1	0.3	0.6
Advanced degree	97.4	1.5	0.6	0.4
Educational aspirations				
Voc–tech, less than 2 years	70.8	14.2	0.9	14.2
Voc–tech, 2 years and above	83.2	10.3	0.5	6.0
Some college or A.A.	87.7	8.4	0.8	3.1
Bachelor's degree	94.4	4.2	0.4	1.0
Advanced degree	95.8	3.0	0.6	0.7

*GED = General Education Development examination. This group also includes certificates.
NOTE: Percentages may not sum to 100 percent due to rounding.

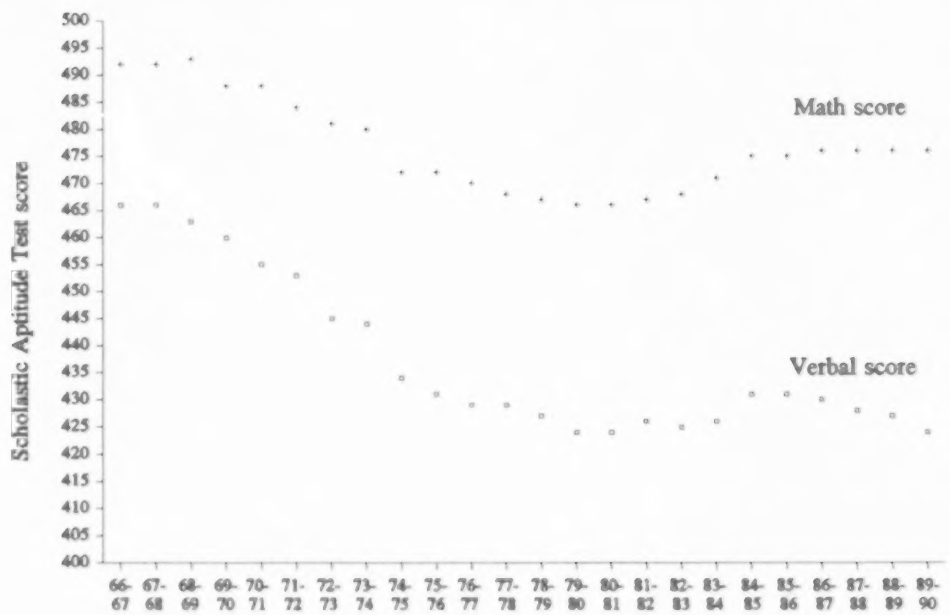
SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

College Entrance Examination Scores

The Scholastic Aptitude Test (SAT) and the American Testing Program Assessment (ACT) are the tests taken most frequently by students intending to enroll in institutions of higher education. These tests are designed to predict how successful students will be in their freshman year of college.

After years of decline, SAT total scores began increasing slightly in 1982 and continued increasing until 1987. From 1987–90, SAT mathematics scores remained constant, and verbal scores fell 6 points (figure V.2 and table V.2).[13] ACT scores also declined in the early 1970s in both mathematics and English (table V.3). From 1982–87, the English scores steadily increased and have held relatively constant from 1987–90. Mathematics ACT scores, on the other hand, were relatively stable throughout the 1980s.

Figure V.2— Average SAT scores for college-bound high school seniors: 1966–67 to 1989–90



SOURCE: College Entrance Examination Board, *National Report on College-Bound Seniors*, various years. (Copyright by the College Entrance Board. All rights reserved.)

[13]U.S. Department of Education, National Center for Education Statistics, *Condition of Education 1991, Volume 1* (Washington D.C.: 1991).

Table V.2— Average SAT scores for college-bound high school seniors, by sex: 1966–67 to 1989–90

	Verbal score			Math score		
	Total	Male	Female	Total	Male	Female
1966–67	466	463	468	492	514	467
1967–68	466	464	466	492	512	470
1968–69	463	459	466	493	513	470
1969–70	460	459	461	488	509	465
1970–71	455	454	457	488	507	466
1971–72	453	454	452	484	505	461
1972–73	445	446	443	481	502	460
1973–74	444	447	442	480	501	459
1974–75	434	437	431	472	495	449
1975–76	431	433	430	472	497	446
1976–77	429	431	427	470	497	445
1977–78	429	433	425	468	494	444
1978–79	427	431	423	467	493	443
1979–80	424	428	420	466	491	443
1980–81	424	430	418	466	492	443
1981–82	426	431	421	467	493	443
1982–83	425	430	420	468	493	445
1983–84	426	433	420	471	495	449
1984–85	431	437	425	475	499	452
1985–86	431	437	426	475	501	451
1986–87	430	435	425	476	500	453
1987–88	428	435	422	476	498	455
1988–89	427	434	421	476	500	454
1989–90	424	429	419	476	499	455

SOURCE: College Entrance Examination Board, *National Report on College-Bound Seniors*, various years. (Copyright© by the College Entrance Examination Board. All rights reserved.)

Table V.3— Average ACT assessment scores for college-bound high school seniors: 1969–70 to 1989–90

	English score			Math score		
	Total	Male	Female	Total	Male	Female
1969–70	18.5	17.6	19.4	20.0	21.1	18.8
1972–73	18.5	17.3	18.9	19.1	20.2	18.0
1973–74	17.9	17.1	18.6	18.3	19.7	17.1
1974–75	17.7	17.1	18.3	17.6	19.3	16.2
1975–76	17.5	16.8	18.0	17.5	19.2	16.0
1976–77	17.7	17.0	18.2	17.4	18.9	16.1
1977–78	17.9	17.4	18.3	17.5	19.1	16.2
1978–79	17.9	17.4	18.4	17.5	19.1	16.2
1979–80	17.9	17.3	18.3	17.4	18.9	16.2
1980–81	17.8	17.3	18.2	17.3	18.9	16.0
1981–82	17.9	17.3	18.4	17.2	18.6	16.0
1982–83	17.8	17.3	18.2	16.9	18.4	15.7
1983–84	18.1	17.5	18.6	17.3	18.6	16.1
1984–85	18.1	17.6	18.6	17.2	18.6	16.0
1985–86	18.5	17.9	18.9	17.3	18.8	16.0
1986–87	18.4	17.9	18.9	17.2	18.6	16.1
1987–88	18.5	18.0	19.0	17.5	18.4	16.1
1988–89	18.5	17.8	18.9	17.2	18.3	16.1

SOURCE: ACT, *National Trend Data for Students Who Take the ACT Assessment*, various years.

Chapter VI

Sources of Financial Support

Students rely on a variety of financial sources to help them meet their educational expenses. These sources primarily include a student's own earnings and savings, contributions from their parents, and some form of financial aid such as loans or grants. This chapter summarizes the financial status of undergraduates (that is, whether they are financially dependent or independent), their sources of aid, and the average amounts of aid awarded to students.

The financial aid system recognizes students as either being financially dependent or independent based on their age, the amount of support they receive from their parents, or both. According to federal regulations governing the distribution of student financial aid, students are considered dependent unless they meet one of the following criteria for independence:

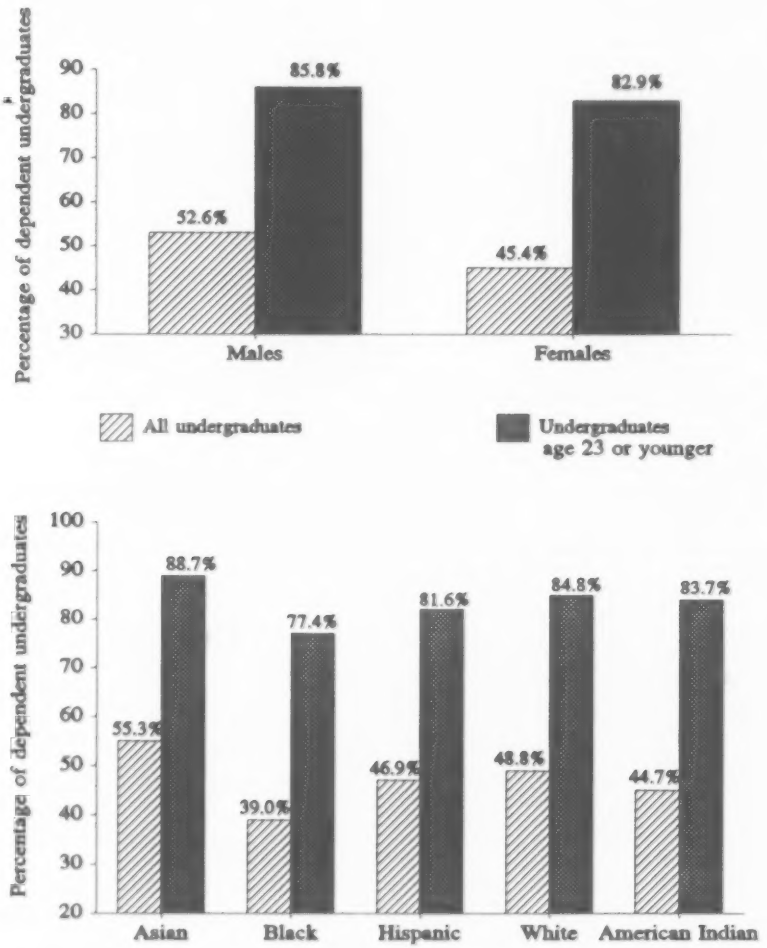
- 24 years old by December 31 of the academic year;
- a military veteran;
- a ward of the court or both parents are deceased;
- has legal dependents other than a spouse;
- is married or a graduate student and not claimed as a tax exemption for the calendar year coinciding with the beginning of the academic year; or
- is a single undergraduate but not claimed as a tax exemption for the two years previous to be beginning of the academic year and has at least $4,000 in financial resources

Financial Dependency Status

Because age alone can define whether or not a student is independent (for example, all students age 24 or older are independent), it is important to determine what characteristics are associated with differences in dependency status among undergraduates under 24 years of age. When differences are discussed in this section, they will be presented for undergraduates under the age of 24. (Table VI.1 displays estimates for all undergraduates and for undergraduates age 23 or younger.)

About 85 percent of undergraduates age 23 or younger were financially dependent on their parents in the 1989-90 academic year. Males were more often financially dependent than were females among undergraduates under 24 years of age (86 percent versus 83 percent) (figure VI.1). Black students under age 24 were less likely than either Asian or white students of the same age to be dependent (77 percent of black students were dependent, compared with 89 percent of Asian and 85 percent of white students). However, black students under age 24 did not differ significantly from Hispanic students of a similar age (82 percent) in their dependency status.

Figure VI.1— Percentage of all undergraduates and students under 24 years of age who were financially dependent, by gender and race-ethnicity: AY 1989-90

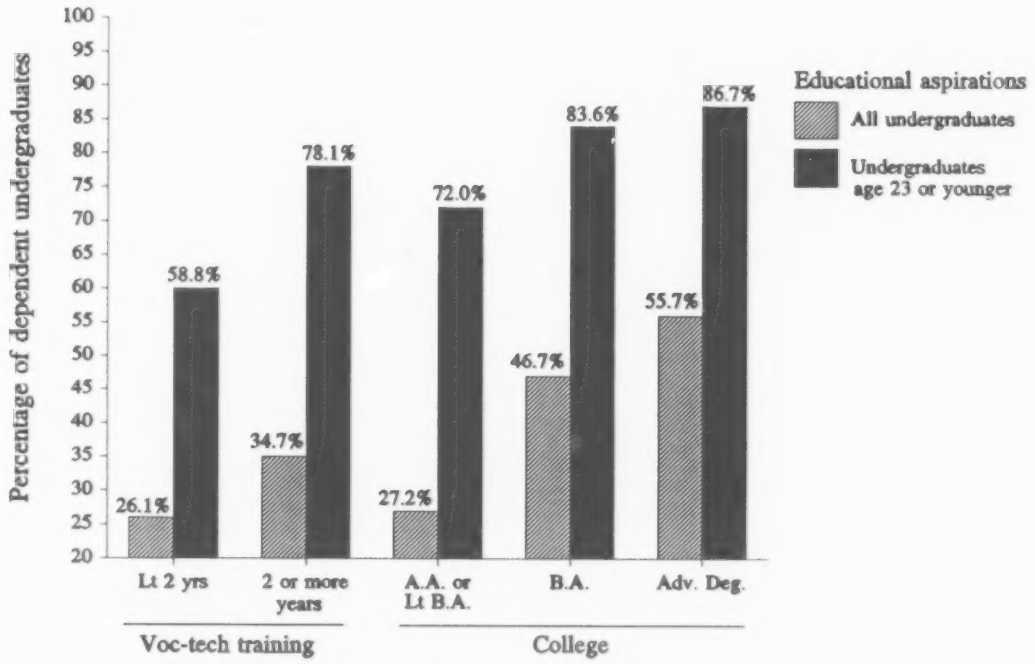


SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Among undergraduates under 24 years of age, differences in dependency status were also found for students' educational aspirations, control of institution attended (for instance, public versus private), and institution level. Among students (under age 24) who aspired to earn either a bachelor's degree or an advanced degree, a greater percentage of students were financially dependent than those with lower aspirations (figure VI.2). The only exception to this pattern was for undergraduates (under age 24) who aspired to complete either a bachelor's or an

advanced degree: they were not more likely to be dependent than were students whose goal was to obtain 2 or more years of vocational-technical education.

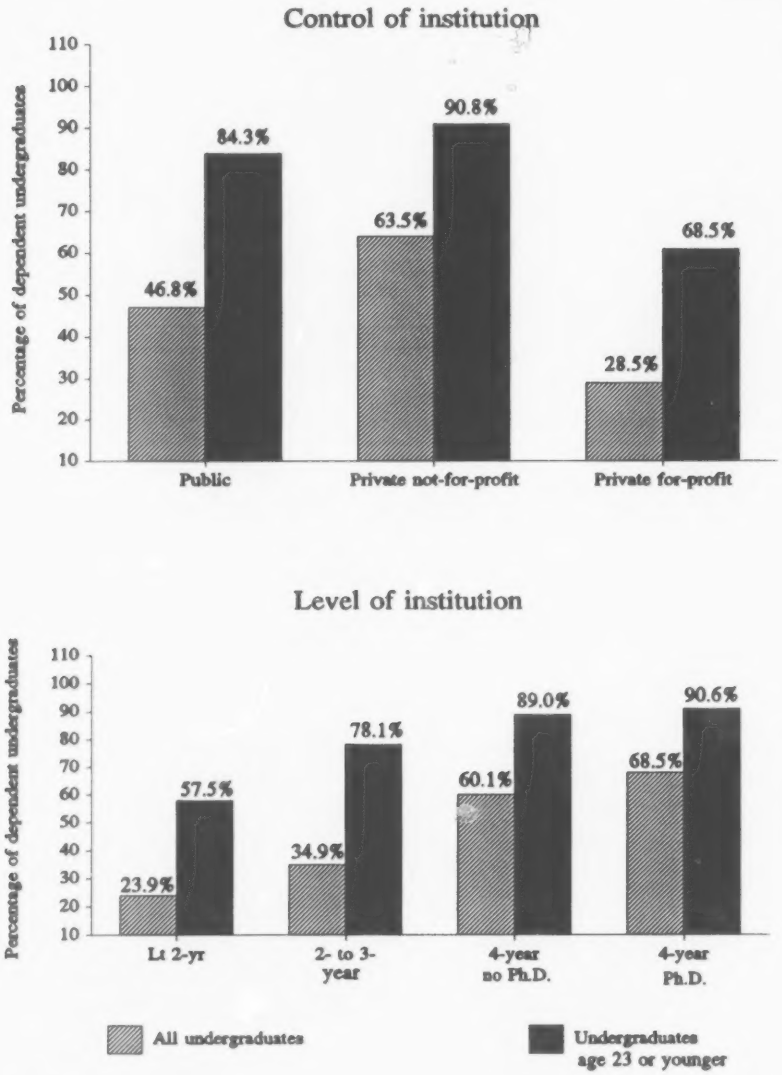
Figure VI.2— Percentage of all undergraduates and those under 24 years of age who were financially dependent, by their educational aspirations



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989-90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

With respect to whether the institution was publicly or privately controlled, undergraduates who attended private, for-profit institutions were the least likely to be financially dependent, while those who attended private, not-for-profit institutions were the most likely to be so (figure VI.3). This pattern held for all undergraduates as well as for students under age 24.

Figure VI.3— Percentage of all undergraduates and those under 24 years of age who were financially dependent, by control and level of institution



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

As the level of institution attended by undergraduates increased, so did the percentage of dependent students who attended that institution. Nearly three times as many dependent students attended 4-year doctoral-granting institutions (69 percent) as those who attended less-than-2-year institutions (24 percent). For students under 24 years of age, this trend continued, with the exception that similar percentages of dependent students attended 4-year doctoral-granting and non-doctoral-granting institutions.

Table VI.1— Percentage distribution of undergraduates' financial dependency status, by selected student and institutional characteristics: AY 1989–90

	All undergraduates		23 years of age or younger	
	Financially dependent	Financially independent	Financially dependent	Financially independent
Total	47.9	52.1	84.1	15.9
Gender				
Male	52.6	47.4	85.8	14.2
Female	45.4	54.6	82.9	17.0
Race–ethnicity				
American Indian	44.7	55.3	83.7	16.3
Asian	55.3	44.8	88.7	11.3
Black, non-Hispanic	39.0	61.0	77.4	22.6
Hispanic	46.9	53.1	81.6	18.5
White, non-Hispanic	48.8	51.3	84.8	15.1
Attendance status				
Full-time	65.5	34.5	87.5	12.5
At least half-time	34.7	65.3	76.9	23.1
Less than half-time	19.1	80.9	74.8	25.2
Employment status				
No employment	40.5	59.5	84.9	15.1
Outside school period	63.8	36.2	88.6	11.4
Inside school period	57.1	42.9	85.3	14.7
Employed all times	38.7	61.3	79.5	20.5
Control of institution				
Public	46.8	53.2	84.3	15.7
Private, not-for-profit	63.5	36.5	90.8	9.2
Private, for-profit	28.5	71.6	60.8	39.2
Level of institution				
Less-than-2-year	23.9	76.1	57.5	42.5
2- to 3-year	34.9	65.1	78.1	21.9
4-year non-doctoral	60.1	39.9	89.0	11.0
4-year doctoral	68.5	31.5	90.6	9.4
Institution type and control				
Public				
Less-than-2-year	26.4	73.6	68.6	31.4
2- to 3-year	34.4	65.6	78.7	21.3
4-year non-doctoral	59.0	41.0	87.8	12.2
4-year doctoral	67.5	32.5	90.1	9.9
Private, not-for-profit				
Less-than-2-year	13.4	86.6	55.2	44.8
2- to 3-year	54.9	45.1	84.7	15.3
4-year non-doctoral	61.9	38.1	91.4	8.6
4-year doctoral	72.3	27.6	92.0	8.0
Private, for-profit				
Less-than-2-year	24.0	76.0	54.6	45.4
2-year or more	37.0	63.0	68.9	31.1

Table VI.1— Percentage distribution of undergraduates' financial dependency status, by selected student and institutional characteristics: AY 1989–90–Continued

	All undergraduates		23 years of age or younger	
	Financially dependent	Financially independent	Financially dependent	Financially independent
Age				
23 years or younger	84.1	15.9	84.1	15.9
24–29 years	0.0	100.0	—	—
30 years or older	0.0	100.0	—	—
Parents' education				
Less than high school	23.2	76.8	67.3	32.7
High school grad/GED	44.1	55.9	80.4	19.6
Postsecondary voc. training	52.6	47.4	83.7	16.3
Some college or A.A.	56.4	43.6	84.5	15.5
Bachelor's degree	63.7	36.3	87.8	12.2
Advanced degree	67.1	32.9	89.4	10.6
Educational aspirations				
Voc–tech, less than 2 years	26.1	73.9	58.8	41.3
Voc–tech, 2 years and above	34.7	65.3	78.1	21.9
Some college or A.A.	27.2	72.8	72.0	28.0
Bachelor's degree	46.7	53.3	83.6	16.4
Advanced degree	55.7	44.3	86.7	13.4

—Too few sample cases for reliable estimate.
NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Types and Amounts of Student Aid Received[14]

Both the types and amounts of student aid that undergraduates received differed according to their dependency status. About three-fourths of dependent and independent undergraduates reported contributing some of their own earnings or savings to help finance their education. Among dependent students, about 71 percent of their parents contributed to their education, while only about 13 percent of the parents of independent students did so (tables VI.2 and VI.3). Dependent and independent students were equally likely to receive some type of financial aid (43 percent). Furthermore, the percentages of students awarded various types of aid (such as federal aid, grants, or loans) did not differ greatly according to their dependency status. However, the average amount of student aid received did differ for dependent and independent students. For instance, dependent financial aid recipients were awarded, on average, a greater amount of total student aid than were independent recipients ($4,091 compared with $3,180). Independent recipients were awarded, on average, a greater amount of loan aid than were dependent recipients ($3,096 compared with $2,500), while dependent recipients received, on average, a greater amount of grant aid ($2,758 compared with $1,841) than did independent recipients.

The types and amounts of student aid that independent students received did not vary significantly according to gender. However, dependent females were more likely than dependent males to receive any student aid (45 percent versus 40 percent).

Not surprisingly, for both dependent and independent undergraduates, the likelihood of their receiving financial aid increased as the level of their reported family income declined. For example, nearly three-fourths (74 percent) of dependent students whose reported family income was less than $10,000 received financial aid compared with about one-third (35 percent) or fewer students whose family income was $50,000 or more. This pattern was especially apparent for federal student aid awarded to independent students: more than one-half (57 percent) of independent students whose reported income was less than $5,000 were awarded this type of financial aid compared with fewer than 10 percent whose incomes were $30,000 or greater.

A number of differences were observed across racial–ethnic groups for student aid received by undergraduates. In particular, among students who were financially dependent, with the exception of American Indians, black students were more likely to receive some form of financial aid (64 percent) than were students in any other racial–ethnic group (40 percent to 49 percent). Black students, however, were also the most likely racial–ethnic group to be in the lowest income level (see Chapter III). Among independent students, black students did not differ significantly from Hispanic students in the proportions awarded any type of financial aid (58 percent and 50 percent, respectively). However, both Hispanics and black students were more likely to receive financial aid than either Asian or white students (31 percent and 40 percent, respectively).

In terms of control and level of institution, regardless of dependency status, undergraduates attending private, for-profit institutions and those attending less-than-2-year institutions were

[14]The following section is a general review of financial aid received by undergraduates. A detailed analysis of the type and amount of financial aid received by undergraduates is forthcoming in an NCES report entitled: *Financing Undergraduate Education: 1989-90.*

much more likely to receive financial aid than were students attending any other institutions.[15] For example, among independent students attending less-than-2-year institutions, about three-fourths were awarded financial aid compared with 50 percent or fewer attending other institutions.

Table VI.2— Percentage of financially dependent undergraduates receiving support for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student and institutional characteristics: AY 1989-90*

	Self contribution	Parent contribution	Type of financial aid				Average amount of aid		
			Any aid	Federal aid	Grants	Loans	Any aid	Grants	Loans
Total	73.9	71.4	42.7	29.1	34.8	19.6	$4,091	$2,758	$2,500
Gender									
Male	76.3	71.4	39.8	26.0	31.8	18.3	$4,193	$2,879	$2,563
Female	71.8	71.4	44.5	30.7	36.8	20.2	$4,062	$2,714	$2,455
Race-ethnicity									
American Indian	69.3	46.4	48.5	31.7	42.4	14.4	$3,822	$2,510	$2,806
Asian	70.3	68.2	39.7	28.9	34.5	15.2	$4,672	$3,288	$2,692
Black, non-Hispanic	65.6	64.8	63.7	53.6	57.3	31.1	$4,425	$3,036	$2,308
Hispanic	75.2	61.1	48.9	39.9	44.2	17.6	$3,598	$2,590	$2,365
White, non-Hispanic	74.8	73.3	40.0	25.3	31.4	18.9	$4,061	$2,691	$2,534
Family income									
Less than $10,000	70.2	48.3	73.9	65.7	70.4	32.0	$4,275	$2,924	$2,252
$10,000-19,999	77.2	55.9	56.4	46.3	52.1	27.9	$4,365	$2,890	$2,430
$20,000-29,999	77.5	64.5	50.6	38.1	42.1	27.3	$4,084	$2,604	$2,537
$30,000-39,999	77.4	68.2	41.2	26.6	31.4	21.7	$4,059	$2,617	$2,463
$40,000-49,999	75.7	78.3	38.7	20.7	27.3	17.6	$3,912	$2,559	$2,603
$50,000-59,999	77.3	79.1	34.8	17.1	23.8	14.6	$3,818	$2,524	$2,586
$60,000-69,999	72.8	81.4	26.3	10.5	17.7	8.5	$3,879	$2,750	$3,039
$70,000 plus	64.7	86.1	19.3	5.8	12.9	5.2	$3,792	$3,062	$3,068
Educational aspirations									
Voc-tech, less than 2 years	59.5	55.4	48.1	38.2	32.2	28.9	$3,592	$1,571	$2,878
Voc-tech, 2 years and above	62.2	56.4	44.5	36.2	33.7	19.7	$2,748	$1,382	$2,324
Some college or A.A.	61.4	57.9	30.3	22.3	21.8	13.8	$2,915	$1,725	$2,389
Bachelor's degree	72.6	68.7	35.0	23.8	28.1	16.2	$3,569	$2,353	$2,328
Advanced degree	77.6	74.8	44.0	28.5	36.0	20.9	$4,648	$3,145	$2,598

[15]One exception is dependent students attending less-than-2-year institutions versus those attending 4-year non-doctoral-granting institutions (62 percent and 55 percent, respectively were awarded financial aid). This difference is not statistically significant.

Table VI.2— Percentage of financially dependent undergraduates receiving support for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student and institutional characteristics: AY 1989–90*–Continued

	Self contribution	Parent contribution	Type of financial aid				Average amount of aid		
			Any aid	Federal aid	Grants	Loans	Any aid	Grants	Loans
Institution type									
Public									
Less-than-2-year	68.7	49.0	25.4	15.5	14.5	4.3	$1,791	$979	—
2 to 3-year	70.6	61.4	24.2	14.3	20.5	4.2	$2,169	$1,474	$1,887
4-year non-doctoral	77.6	73.8	43.2	29.7	33.8	18.3	$2,986	$1,974	$2,111
4-year doctoral	76.4	77.9	41.0	27.0	30.7	19.4	$3,450	$2,313	$2,209
Private, not-for-profit									
Less-than-2-year	37.4	48.1	60.7	46.0	26.9	13.1	$3,410	$2,316	—
2- to 3-year	68.8	67.8	55.2	39.4	47.6	24.6	$3,538	$2,265	$2,328
4-year non-doctoral	77.1	80.5	70.8	48.1	64.3	38.8	$5,893	$3,899	$2,827
4-year doctoral	75.8	83.5	58.0	38.7	51.3	33.9	$7,597	$5,320	$3,132
Private, for-profit									
Less-than-2-year	54.5	53.5	72.3	68.3	55.3	52.3	$3,993	$1,920	$2,707
2-year or more	63.9	60.1	71.0	63.5	48.9	50.7	$3,878	$1,998	$2,569
Level of institution									
Less-than-2-year	57.9	52.1	62.0	56.5	45.8	40.9	$3,785	$1,865	$2,702
2- to 3-year	70.1	61.6	27.8	17.8	23.2	7.3	$2,517	$1,612	$2,183
4-year non-doctoral	77.3	76.1	54.6	37.6	45.9	27.1	$4,477	$3,025	$2,530
4-year doctoral	76.3	79.1	44.9	29.7	35.5	22.8	$4,693	$3,324	$2,528
Control of institution									
Public	74.2	69.7	34.5	22.3	27.1	12.8	$2,935	$1,948	$2,132
Private, not-for-profit	75.9	80.7	64.9	44.0	58.1	35.9	$6,314	$4,273	$2,913
Private, for-profit	59.3	56.8	71.7	66.1	52.5	51.6	$3,943	$1,952	$2,647

—Too few sample cases for a reliable estimate.

*With the exception of "self contribution" in column one, all other variables are available in the Table Generation System. Student contribution represents students who indicated any earnings or savings directed toward education expenses (including those of spouse if student is married).

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

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Table VI.3— Percentage of financially independent undergraduates receiving support for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student and institutional characteristics: AY 1989–90*

	Self contribution	Parent contribution	Type of financial aid				Average amount of aid		
			Any aid	Federal aid	Grants	Loans	Any aid	Grants	Loans
Total	74.9	13.3	42.8	29.4	37.5	18.1	$3,180	$1,841	$3,096
Gender									
Male	77.1	15.4	40.0	24.5	35.2	15.9	$3,234	$1,860	$3,241
Female	73.4	11.8	42.3	29.9	37.0	17.9	$3,095	$1,809	$3,012
Race–ethnicity									
American Indian	79.0	13.1	52.4	37.6	47.7	16.2	$3,897	$2,530	$3,465
Asian	77.1	23.8	30.8	21.9	26.6	12.8	$3,950	$2,438	$3,372
Black, non-Hispanic	64.5	12.1	58.0	47.4	50.6	27.8	$3,360	$1,981	$2,975
Hispanic	71.7	13.1	50.4	40.6	43.8	20.3	$3,359	$2,105	$3,171
White, non-Hispanic	76.4	12.9	40.0	25.5	35.1	16.7	$3,071	$1,736	$3,102
Income									
Less than $5,000	64.4	28.6	65.1	56.6	60.5	32.3	$3,997	$2,381	$3,004
$5,000–9,999	71.6	22.2	54.1	44.7	49.7	27.0	$3,617	$2,026	$2,975
$10,000–19,999	75.4	12.6	40.0	27.7	32.4	17.6	$2,997	$1,720	$3,135
$20,000–29,999	77.4	6.4	34.7	18.9	29.7	12.2	$2,553	$1,330	$3,307
$30,000–49,999	80.4	3.7	27.3	8.9	22.6	7.3	$2,097	$1,103	$3,449
$50,000 or more	81.7	2.5	26.5	4.8	23.5	3.4	$1,613	$1,252	$3,087
Educational aspirations									
Voc–tech, less than 2 years	57.5	9.3	47.8	38.3	39.8	24.5	$3,212	$1,598	$3,121
Voc–tech, 2 or more years	58.8	8.7	52.1	36.8	44.6	22.7	$2,906	$1,543	$3,046
Some college or A.A.	68.5	8.1	31.2	18.4	27.2	9.6	$2,257	$1,390	$2,707
Bachelor's degree	76.8	12.1	33.8	19.3	30.0	11.2	$2,515	$1,522	$2,894
Advanced degree	79.9	16.5	39.5	26.1	34.5	18.3	$3,849	$2,170	$3,406
Institution type									
Public									
Less-than-2-year	60.7	9.8	42.8	21.7	34.8	9.7	$1,848	$1,151	$2,615
2- to 3-year	76.2	8.4	29.3	15.7	26.6	5.5	$1,936	$1,266	$3,054
4-year non-doctoral	81.1	20.2	42.4	30.2	37.7	19.1	$3,085	$1,894	$2,559
4-year doctoral	79.6	23.9	47.5	35.4	41.0	26.8	$3,906	$2,172	$2,987
Private, not-for-profit									
Less-than-2-year	46.5	10.2	66.1	47.3	42.6	17.4	$3,830	$2,294	$4,391
2- to 3-year	75.7	18.1	57.3	39.0	50.0	21.3	$3,176	$2,024	$2,983
4-year non-doctoral	77.5	15.0	59.2	35.7	55.1	24.8	$4,047	$2,586	$3,238
4-year doctoral	79.4	25.0	58.0	37.2	52.8	28.1	$5,688	$3,651	$3,995
Private, for-profit									
Less-than-2-year	47.9	14.7	85.9	80.4	69.6	61.3	$4,148	$1,991	$3,251
2-year or more	57.3	15.2	81.4	75.9	66.1	61.3	$4,059	$2,013	$3,028

Table VI.3— Percentage of financially independent undergraduates receiving support for postsecondary education and the average amount of financial aid awarded to aid recipients, by selected student and institutional characteristics: AY 1989–90*–Continued

	Self contribution	Parent contribution	Type of financial aid				Average amount of aid		
			Any aid	Federal aid	Grants	Loans	Any aid	Grants	Loans
Level of institution									
Less-than-2-year	51.1	13.2	76.7	67.4	61.4	48.9	$3,895	$1,917	$3,254
2- to 3-year	75.3	8.9	32.5	19.3	29.2	8.7	$2,258	$1,382	$3,044
4-year non-doctoral	79.4	18.4	49.6	33.5	44.8	22.5	$3,535	$2,204	$2,853
4-year doctoral	79.6	24.1	49.6	35.8	43.3	27.2	$4,315	$2,521	$3,200
Control of institution									
Public	77.0	12.5	34.2	20.8	30.5	10.7	$2,541	$1,553	$2,892
Private, not-for-profit	76.4	17.6	59.2	37.1	53.2	24.8	$4,350	$2,783	$3,481
Private, for-profit	51.4	14.9	84.6	79.0	68.5	61.3	$4,123	$1,997	$3,184

*With the exception of "self contribution" in column one, all other variables are available in the Table Generation System. Student contribution represents students who indicated any earnings or savings directed toward education expenses (including those of spouse if student is married).

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), restricted data file.

Comparison of Fall and Non-Fall Term Undergraduates

Since undergraduates enrolled in non-fall terms tended to be older (see discussion in Chapter IV), it is not surprising that non-fall students were also more likely to be financially independent than students enrolled in the fall. As shown in table VI.4, about 66 percent of students enrolled in non-fall terms were independent, compared with 48 percent enrolled in the fall. However, even among students under age 24, most of whom are dependent, a greater proportion of these younger students were independent in the non-fall terms than in the fall term (25 percent compared with 14 percent). Similarly, among full-time students, about 58 percent of non-fall students were independent compared with only 30 percent of fall students.

This pattern of greater percentages of non-fall than fall students being financially independent, however, was primarily due to students attending 4-year institutions. The likelihood of being financially independent did not change for non-fall students who attended less-than-4-year institutions. In both fall and non-fall terms, a majority of students in less-than-2-year institutions and 2- to 3-year institutions were financially independent (about three-fourths of students in less-than-2-year institutions and about two-thirds in 2- to 3-year institutions). Among students attending 4-year doctoral-granting institutions, on the other hand, fall students were far more likely to be financially dependent (71 percent) while non-fall students were as equally likely to be financially independent as they were to be dependent.

Table VI.4— Percentage distribution of undergraduates by dependency status and term, by selected student and institutional characteristics: AY 1989–90

	Fall		Non-fall	
	Dependent	Independent	Dependent	Independent
Total	52.1	48.0	34.2	65.8
Gender				
Male	56.7	43.3	36.0	64.0
Female	48.5	51.5	32.8	67.2
Race–ethnicity				
American Indian	44.7	55.3	42.0	58.1
Asian	56.1	43.9	51.4	48.6
Black, non-Hispanic	43.9	56.2	26.5	73.5
Hispanic	51.5	48.5	35.9	64.1
White, non-Hispanic	52.9	47.1	34.3	65.7
Age				
23 years or younger	86.1	13.9	75.3	24.7
24–29 years	0.0	100.0	0.0	100.0
30 years or older	0.0	100.0	0.0	100.0
Attendance status				
Full-time	69.6	30.4	41.8	58.3
At least half-time	34.1	65.9	36.4	63.6
Less than half-time	15.0	85.0	26.2	73.8
Control of institution				
Public	49.8	50.2	36.2	63.8
Private, not-for-profit	67.6	32.4	38.3	61.7
Private, for-profit	32.5	67.5	24.0	76.0
Level of institution				
Less-than-2-year	25.9	74.1	22.3	77.7
2- to 3-year	35.7	64.3	32.9	67.1
4-year non-doctoral	63.0	37.0	40.0	60.0
4-year doctoral	71.1	28.9	50.5	49.5
Institution type				
Public				
Less-than-2-year	24.6	75.4	28.8	71.2
2- to 3-year	35.0	65.0	33.0	67.0
4-year non-doctoral	61.7	38.3	41.4	58.6
4-year doctoral	70.2	29.8	49.7	50.3
Private, not-for-profit				
Less-than-2-year	16.3	83.7	12.6	87.4
2- to 3-year	59.0	41.0	47.9	52.1
4-year non-doctoral	65.7	34.3	32.5	67.5
4-year doctoral	74.2	25.8	54.4	45.6
Private, for-profit				
Less-than-2-year	27.1	72.9	21.6	78.4
2-year or more	39.0	61.0	32.4	67.6

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S.Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Financial Aid

Overall, it appeared that a greater percentage of financially dependent students received financial aid in the fall term (45 percent) than in the non-fall terms (32 percent)(table VI.5). However, this difference was primarily due to differences in attendance status. Non-fall students were more likely to attend school part time, and thus, less likely to receive financial aid. When attendance status was held constant, there were no differences between the fall and non-fall terms in the percentage of students receiving financial aid. For example, 51 percent and 47 percent, respectively, of full-time fall and non-fall term students received aid, a difference that is not statistically significant.

Among financially independent students, on the other hand, the findings were the opposite. While, it appeared that there was no overall difference between the fall and non-fall terms in the percentages of financially independent undergraduates who received financial aid (42 percent and 44 percent, respectively), this was only true for part-time students. Among full-time students, non-fall term students were more likely to receive financial aid (75 percent) than were fall-term students (67 percent).

The average total amount of financial aid received by fall undergraduates was similar to the amount received by students enrolled in non-fall terms. Dependent financial aid recipients enrolled in the fall, for example, received an average of $4,158, while non-fall dependent recipients received an average of $3,710. Likewise, independent undergraduates enrolled in the fall received an average of $3,305 while those enrolled in non-fall terms averaged $2,966.

When the amount of financial aid received was examined according to attendance status, however, both dependent and independent undergraduates enrolled full-time in the fall received more financial aid than their non-fall counterparts. Independent students attending part-time (both for students attending half-time or more and those attending less than half-time) received similar amounts of financial aid regardless of term. Among dependents, however, undergraduates attending less than half-time in non-fall terms received a surprisingly large amount of financial aid relative to their fall counterparts ($5,696 compared with $1,707). These students, however, were represented by very small samples (114 and 71, respectively, were less than half-time dependent undergraduates in the fall and non-fall terms).

Table VI.5— Percentage of undergraduates receiving financial aid and average yearly amount of financial aid awarded to aid recipients, by dependency status and term, by selected student and institutional characteristics: AY 1989–90

	Dependents				Independents			
	Fall received aid	Non-fall received aid	Fall aid amount	Non-fall aid amount	Fall received aid	Non-fall received aid	Fall aid amount	Non-fall aid amount
Total	45.0	31.8	$4158	$3710	42.4	44.3	$3305	$2966
Gender								
Male	42.8	26.9	4266	3558	41.2	40.5	3430	3009
Female	46.8	35.7	4075	3824	42.6	46.4	3222	2926
Race–ethnicity								
American Indian	37.3	—	4541	—	53.7	47.8	4100	—
Asian	39.6	40.1	4809	4047	29.8	35.7	3960	3919
Black, non-Hispanic	66.0	57.0	4537	3966	57.2	59.2	3380	3433
Hispanic	53.9	32.5	3744	2902	47.7	55.3	3331	3400
White, non-Hispanic	42.4	26.9	4105	3782	40.3	40.0	3244	2702
Age								
23 years or younger	44.9	28.2	4162	3797	54.8	47.7	3906	3373
24–29 years	—	—	—	—	44.1	37.3	3586	3425
30 years or older	—	—	—	—	36.7	35.8	2782	1928
Attendance status								
Full-time	51.2	46.9	4320	3340	67.4	75.1	4239	3758
At least half-time	21.7	17.8	2285	2676	33.9	40.1	2303	2239
Less than half-time	14.3	21.4	1707	5696	21.3	23.3	1168	1401
Control of institution								
Public	36.7	24.3	2856	3537	35.5	30.7	2684	2124
Private, not-for-profit	67.0	43.2	6468	3807	61.7	54.3	4851	2439
Private, for-profit	75.5	69.1	4059	4039	84.9	87.0	4307	4126
Level of institution								
Less-than-2-year	62.8	62.8	3637	4106	75.1	80.3	3983	3985
2- to 3-year	28.8	25.3	2166	3680	32.4	32.9	2221	2393
4-year non-doctoral	56.4	36.5	4550	3347	51.8	42.0	3841	1976
4-year doctoral	46.7	28.4	4760	3636	52.4	38.2	4613	2696
Institution type								
Public								
Less-than-2-year	28.6	20.4	1669	—	50.7	33.8	1937	1777
2- to 3-year	24.9	22.9	1650	3747	29.4	29.2	1877	2122
4-year non-doctoral	44.8	29.0	2941	3731	44.5	34.5	3326	1769
4-year doctoral	42.6	26.7	3480	3009	50.4	36.1	4174	2536
Private, not-for-profit								
Less-than-2-year	64.7	—	3599	—	77.7	74.2	4530	3253
2- to 3-year	61.2	46.5	3837	2366	61.7	55.6	3965	1788
4-year non-doctoral	72.5	45.2	6019	3348	61.7	50.3	4469	2044
4-year doctoral	59.6	36.4	7681	5802	59.7	50.3	6040	3346
Private, for-profit								
Less-than-2-year	73.0	74.2	3872	4287	83.2	89.3	4365	4183
2-year or more	77.7	57.6	4209	3320	87.2	77.9	4227	3869

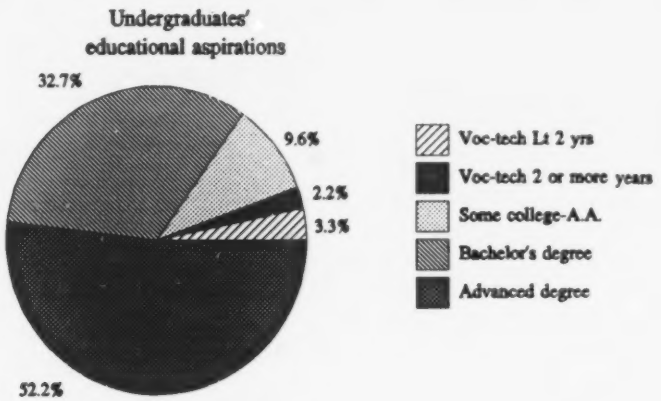
—Sample too small for reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90) restricted data file.

Chapter VII

Educational Objectives

Undergraduates attending postsecondary institutions in the 1989–90 academic year had relatively high expectations for their educational futures (figure VII.1). While about 33 percent sought a bachelor's degree as their highest educational goal, one-half (52 percent) aspired to an advanced degree. About 10 percent of undergraduates intended to get some college education but to stop short of a bachelor's degree, and 2 percent and 3 percent, respectively, expected to stop after receiving 2 or more years, or less than 2 years of vocational-technical education.[16]

Figure VII.1— Percentage distribution of undergraduates, by their educational aspirations



SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

The educational aspirations of undergraduates did not differ greatly according to their gender or race–ethnicity, though female students were somewhat more likely than male students to plan to attend some college but to stop short of a bachelor's degree (8 percent versus 11 percent) (table VII.1). Among racial–ethnic groups, Asian students were more likely than Hispanic students or white students to aspire to an advanced degree (59 percent versus 50 percent and 52 percent, respectively). A number of differences were observed in the educational aspirations of undergraduates with different levels of employment. For example, compared with undergraduates who were either unemployed or employed at all times, smaller proportions of students who were employed seasonally (that is, either only inside the school period or outside it) aspired to less than a bachelor's degree, while greater proportions of these (seasonally employed) students aspired to an advanced degree. In addition, among undergraduates who were seasonally employed, students who were employed inside the school year were more likely to aspire to an advanced degree and were less likely to seek some college education short of a bachelor's degree than were students employed outside the school period.

[16]Students intending to get "some college education" include those who earned an associate's degree.

The educational aspirations of undergraduates also appeared to vary by control of institution. Greater proportions of undergraduates in public institutions (which include larger numbers of students in 2-year institutions) aspired to some college short of a bachelor's degree (10 percent) or a bachelor's degree (35 percent) than did those in private institutions (3 percent and 25 percent, respectively). Undergraduates attending public institutions were also less likely than those in private institutions to aspire to an advanced degree (51 percent versus 71 percent).

The proportions of undergraduates aspiring to various levels of education differed according to age. Undergraduates who were age 30 or older were less likely than students age 23 or younger to aspire to an advanced degree (41 percent versus 58 percent), and were slightly more likely to aspire to a bachelor's degree (35 percent versus 32 percent). Greater percentages of older undergraduates than younger students aspired to less than a bachelor's degree (17 percent versus 6 percent), or aspired to less than 2 years of vocational-technical training (5 percent versus 3 percent).

The educational aspirations of undergraduates also appeared to be related to their parents' educational attainment. For instance, greater proportions of undergraduates whose parents completed either a bachelor's degree or an advanced degree aspired to an advanced degree (76 percent and 59 percent, respectively) than did students from any other group (36 percent to 53 percent). Similarly, students whose parents had not finished high school were less likely to aspire to an advanced degree (36 percent) than were students from any other group (45 percent to 76 percent). Students whose parents did not finish high school were more likely than students whose parents had obtained more education to aspire to less than 2 years of vocational training (9 percent versus 1 percent to 4 percent).

Table VII.1— Percentage distribution of undergraduates' educational aspirations, by selected student and institutional characteristics: AY 1989–90

	Voc-tech less than 2 years	Voc-tech 2 years or more	Some college or A.A.	Bachelor's degree	Advanced degree
Total	3.3	2.2	9.6	32.7	52.2
Gender					
Male	3.3	2.5	8.3	33.3	52.7
Female	3.3	2.0	10.7	32.2	51.8
Race-ethnicity					
American Indian	4.1	2.6	9.1	37.4	46.9
Asian	2.2	1.2	6.3	31.7	58.6
Black, non-Hispanic	4.5	3.0	8.7	30.0	53.8
Hispanic	4.6	2.5	11.0	31.8	50.1
White, non-Hispanic	3.1	2.2	9.8	33.1	51.9
Age					
23 years or younger	2.5	1.7	6.3	31.5	58.0
24–29 years	4.1	2.8	10.4	33.1	49.7
30 years or older	4.5	3.0	16.7	35.1	40.7
Dependency status					
Dependent	1.8	1.6	5.4	31.4	59.9
Independent	4.7	2.8	13.6	33.9	45.0
Income and dependency					
Dependent student					
Less than $10,000	2.5	2.1	7.6	32.1	55.6
$10,000–19,999	2.7	2.9	6.9	34.6	52.9
$20,000–29,999	3.3	1.7	4.2	32.6	58.2
$30,000–39,999	2.1	1.9	6.1	33.6	56.3
$40,000–49,999	1.0	2.1	5.6	32.1	59.3
$50,000–59,999	1.8	1.6	5.2	30.2	61.3
$60,000–69,999	0.9	0.4	4.9	32.5	61.3
$70,000 or more	0.3	0.4	3.6	25.3	70.3
Independent student					
Less than $5,000	6.8	3.4	12.0	30.7	47.2
$5,000–9,999	5.8	3.5	11.4	29.4	50.0
$10,000–19,999	4.8	3.0	13.5	35.5	43.2
$20,000–29,999	4.2	2.8	16.7	33.8	42.5
$30,000–49,999	3.6	1.9	14.3	36.8	43.3
$50,000 or more	2.2	2.2	11.9	36.8	46.9
Attendance status					
Full-time	3.0	1.9	5.6	29.9	59.7
At least half-time	2.6	2.4	10.7	37.5	46.8
Less than half-time	3.9	2.2	17.3	36.1	40.5
Employment status					
No employment	6.6	3.3	13.0	31.9	45.3
Outside school period	2.5	1.9	7.5	31.9	56.1
Inside school period	2.5	1.8	5.5	28.8	61.5
Employed all times	3.0	2.2	11.3	34.5	49.0

Table VII.1— Percentage distribution of undergraduates' educational aspirations, by selected student and institutional characteristics: AY 1989–90–Continued

	Voc-tech less than 2 years	Voc-tech 2 years or more	Some college or A.A.	Bachelor's degree	Advanced degree
Control of institution					
Public	2.3	1.9	10.3	34.6	50.8
Private, not-for-profit	0.8	0.7	2.7	24.6	71.2
Private, for-profit	23.7	10.0	17.5	27.1	21.7
Level of institution					
Less-than-2-year	31.8	12.3	15.1	24.4	16.4
2- to 3-year	3.4	3.0	16.9	39.2	37.5
4-year non-doctoral	0.5	0.6	2.3	29.5	67.1
4-year doctoral	0.1	0.2	1.2	24.6	73.8
Institution type and control					
Public					
Less-than-2-year	25.8	16.4	17.1	26.9	13.8
2- to 3-year	3.1	2.7	16.7	39.4	38.1
4-year non-doctoral	0.5	0.5	2.2	31.3	65.4
4-year doctoral	0.1	0.2	1.3	26.6	71.7
Private, not-for-profit					
Less-than-2-year	25.5	11.6	12.1	23.3	27.5
2- to 3-year	1.8	3.5	14.2	44.2	36.3
4-year non-doctoral	0.3	0.3	1.9	26.4	71.1
4-year doctoral	0.1	0.2	1.1	17.0	81.6
Private, for-profit					
Less-than-2-year	34.6	10.8	14.6	23.5	16.6
2-year or more	9.2	9.1	21.3	31.9	28.5
Parents' education					
Less than high school	8.6	4.3	17.2	33.9	35.9
High school grad/GED	4.2	2.9	12.3	35.5	45.2
Postsecondary voc. training	3.2	3.3	7.6	36.9	49.0
Some college or A.A.	2.1	1.9	8.6	34.2	53.2
Bachelor's degree	1.2	0.9	5.0	33.7	59.3
Advanced degree	0.7	0.3	2.2	21.3	75.5

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

Appendix A

Glossary

This glossary describes the variables used in this report. Most of the variables were constructed by NCES and taken directly from the NPSAS:90 undergraduate Encrypted Table Generation System (ETGS). A description of the ETGS software can be found in appendix B. In this glossary, the variable is identified with the label found in the table generator. In a few instances variables were not available in the table generator and were derived by MPR Associates either using information from several variables or aggregating categories based on the original data. These variables are labeled "MPR-derived." A brief description of how they were derived is included in the description of the variable. These variables will be included in the updated Undergraduate ETGS.

The row variables are described first, in the order in which they appear in the tables. Many of the column variables are row variables as well. Descriptions of column variables that do not also appear as row variables are organized by chapter in the order they appear in the tables.

ROW VARIABLES

Student Demographic Characteristics

Gender of student

Race-ethnicity

Asian	Asian or Pacific Islander
Black, non-Hispanic	Black, not of Hispanic origin
Hispanic	Hispanic (Mexican American, Puerto Rican, Cuban, or other Hispanic)
Native American	Native American or Native Alaskan
White, non-Hispanic	White, not of Hispanic origin

Age as of 12/31/89

This is a continuous variable in the table generator that was aggregated to the following categories:

23 years old or younger	Student was 23 years old or younger as of 12/31/89.
24 to 29 years old	Student was between 24 and 29 years old as of 12/31/89.
30 years old or older	Student was 30 years old or older as of 12/31/89.

Student Socioeconomic Characteristics

Dependency status

Dependent — Students were financially dependent if they did not meet any of the criteria for independence (see below).

Independent — A student was considered independent by meeting one of the following criteria:

- 24 years of age by December 31 of the academic year;
- a military veteran;
- a ward of the court or both parents are deceased;
- has legal dependents other than a spouse;
- is married or a graduate student and not claimed as a tax exemption for the calendar year coinciding with the beginning of the academic year; and
- is a single undergraduate but not claimed as a tax exemption for the two years previous to the beginning of the academic year and has at least $4,000 in financial resources.

Income and dependency level

The source of income for dependent students is their parents or guardians, whereas the source of independent students' income refers to their own assets or earnings including those of their spouse if they are married. Incomes in NPSAS:90 were derived from three sources: institutional records, parental reports, and student reports (in priority order).

Dependent students

Less than $10,000	Income of less than $10,000 in 1989.
$10,000 to $19,999	Income between $10,000 and $19,999 in 1989.
$20,000 to $29,999	Income between $20,000 and $29,999 in 1989.
$30,000 to $39,999	Income between $30,000 and $39,999 in 1989.
$40,000 to $49,999	Income between $40,000 and $49,999 in 1989.
$50,000 to $59,999	Income between $50,000 and $59,999 in 1989.
$60,000 to $69,999	Income between $60,000 and $69,999 in 1989.
$70,000 or more	Income of $70,000 or more in 1989.

Independent students

Less than $5,000	Income of less than $5,000 in 1989.
$5,000 to $9,999	Income between $5,000 and $9,999 in 1989.
$10,000 to $19,999	Income between $10,000 and $19,999 in 1989.
$20,000 to $29,999	Income between $20,000 and $29,999 in 1989.
$30,000 to $49,999	Income between $30,000 and $49,999 in 1989.
$50,000 or more	Income of $50,000 or more in 1989.

Student Educational Characteristics

Attendance status

Full-time	Student was enrolled full time according to the institution's definition of full-time enrollment.
At least half-time	Student was enrolled part time, half time or more according to the institution's definition of part-time enrollment.
Less than half-time	Student was enrolled less than half time according to the institution's definition of part-time enrollment.

Aspirations highest education (appears as "Educational aspirations" in tables)

Voc-tech Lt 2 years	Student reported educational goal as less than two years of occupational, trade, technical, or business school training.
Voc-tech 2 or more years	Student reported educational goal as two or more years of occupational, trade, technical, or business school training.
Some College-AA	Student reported educational goal as either less than 2 years of college or 2 or more years of college (aggregated) but less than a bachelor's degree. This group includes students who planned on getting an A.A. degree.
Bachelor's degree	Students reported educational goal as 4-5 year bachelor's degree.
Advanced degree	Student reported educational goal as master's, Ph.D, M.D., or other advanced professional degree (aggregated).

Undergraduate level (appears as "Level of undergraduate class" in tables)

1st year–freshman	Student's level was freshman or first year.
2nd year–sophomore	Student's level was sophomore or second year.
3rd year–junior	Student's level was junior or third year.
4th year–senior	Student's level was senior or fourth year.
5th year–undergrad.	Student's level was fifth year undergraduate.

Employment period

No employment	Student did not report work at any job in AY 1989–90.
Outside school period	Student reported working outside the period enrolled in school in AY 1989–90.
Inside school period	Student reported working during the period enrolled in school AY 1989–90.
Employed at all times	Student reported being employed inside and outside school period in AY 1989–90.

Institutional Characteristics

Control of institution

Public	Institution supported primarily through public funds and operated by publicly elected or appointed officials.
Prvt., not-for-profit	Institution privately operated and controlled. Primarily supported by revenues from sources other than municipal, state, or federal governments.
Private, for-profit	Institution privately operated and controlled, with profits that are subject to taxation.

Level of institution

Less-than-2-year	Institution where all of the programs are less than 2 years long. The institution must offer a minimum of one program of at least 3 months in duration that results in a terminal certificate or award or is creditable toward a formal 2-year or higher award.
2- to 3-year	Institution that confers at least a 2-year formal award (certificate or associate's degree) or offers a 2- or 3-year program that partially fulfills requirements for a baccalaureate or higher degree at a four-year institution. The institution does not award a baccalaureate degree.
4-year non-doctoral-granting	Institution that confers at least a baccalaureate degree, but does not award higher than a master's degree.
4-year doctoral-granting	Institution that confers a doctoral or first professional degree.

Type of institution

Public lt 2-year	Public less-than-2-year institution.
Public 2- 3-year	Public 2- to 3-year institution.
Public 4-yr non-doctoral-granting	Public 4-year institution not offering doctoral degrees
Public 4-yr doctoral-granting	Public 4-year institution offering doctoral degrees.
Private, not-for-profit lt-2-yr	Private less-than-2-year institution.
Private, not-for-profit 2- to- 3-yr	Private 2- to 3-year institution.
Private, not-for-profit 4-yr non-doctoral-granting	Private 4-year institution not offering doctoral degrees.
Private, not-for-profit 4-yr non-doctoral-granting	Private 4-year institution offering doctoral degrees.
Private, for-profit lt-2-yr	Proprietary less-than-2-year institution.
Private, for-profit 2-yr or more	Proprietary 2-year or more institution.

Parents' education (highest level of education completed by either parent)

Less than HS	Neither parent received a high school diploma or equivalent.
High school grad–GED	One or both parents received a high school diploma or equivalent but did not complete any form of postsecondary education.
PS voc. training	One or both parents' highest level of education was either a vocational certificate or license or less than 4 years of vocational education.
Some college–A.A.	One or both parents' highest level of education was two or more years of college (including a 2-year degree, but not a 4- or 5-year degree).
Bachelor's degree	One or both parents' highest level of education was a 4- or 5-year degree.
Advanced degree	One or both parents' highest level of education was a graduate or professional degree (e.g., a Master's degree, Ph.D., M.D., L.L.B.)

COLUMN VARIABLES THAT DO NOT APPEAR AS ROW VARIABLES

Chapter II. Enrollment Characteristics

Housing arrangements

Campus housing	Student lived in some type of institution-owned housing.
Off campus	Student lived off campus in non-institution owned housing but not with his/her parents.
With parents	Student lived at home with parents.

Field of study (MPR-derived)

NCES-coded majors reported on the Student Record by two-digit Classification of Instructional Programs (CIP) code (MAJRCODE). To reduce the number of categories, MPR Associates recoded the majors by combining CIP codes as follows:

Agriculture	Agribusiness and agricultural production; agricultural sciences; renewable natural resources.
Business/marketing	Business and management; business (administrative support); marketing and distribution; legal assisting.
Health	Allied health; health sciences and nursing.
Occup. home ec.	Consumer, personal, and miscellaneous services; home economics; vocational home economics.
Trades and industry	Construction trades; mechanics and repairers; precision production; transportation.
Tech. engineering	Computer sciences; engineering; engineering and related technologies; science technologies; architecture and environmental design.
Educ./public service	Education, library and archival sciences; military sciences; parks and recreation; protective services.
Communications	Communications technologies; communications.
Letters & languages	Foreign languages; letters.
Humanities	Philosophy and religion; theology; area and ethnic studies.
Science and math	Life sciences; mathematics; physical sciences.
Social science	Psychology; public affairs; social sciences.
Fine arts	Visual and performing arts.
General studies	Liberal/general studies; basic skills.

Remediation during the first year of enrollment (MPR-derived)

Any remedial	Student indicated taking one or more hours of remedial instruction in any area (REMREAD or REMWRITE or REMMATH or REMSTSK > 0).
Writing	Student indicated taking one or more hours of remedial instruction to improve basic writing skills (REMWRITE > 0).
Reading	Student indicated taking one or more hours of remedial instruction to improve basic reading skills (REMREAD > 0).
Math	Student indicated taking one or more hours of remedial instruction to improve basic math skills (REMMATH > 0).
Study skills	Student indicated taking one or more hours of remedial instruction to improve study skills (REMSTSK > 0).

Chapter III. Demographic Characteristics

Number of dependents (MPR-derived)

If students answered "no" to Q 8.04a–meaning they had no dependents other than self or spouse, they were coded as having no dependents. Otherwise if they were married or separated, and the number of dependents was 2 or more, 2 was subtracted from RDEPENDS (number of dependents minus self and spouse). If not married and RDEPENDS was 1 or more, 1 was subtracted from RDEPENDS (number of dependents minus self).

No dependents	Student reported having no dependents.
One dependent	Student reported having one dependent.
Two or more dep.	Student reported having two or more dependents.

Citizenship

Citizen	Student was a U.S. citizen.
Eligible non-citiz.	Student was a non-U.S. citizen who had been granted permanent residence in the U.S.
Other	Student was a non-U.S. citizen who had been granted temporary residence in the U.S. (e.g. on a student visa).

Veteran

Veteran	Student was a veteran of the U.S. Armed Forces.
Not a veteran	Student was not a veteran of the U.S. Armed Forces.

Mother's and father's occupations (MPR-derived)

NCES coded occupations based on the Department of Labor's standard occupational classification (SOC) scheme. MPR Associates grouped the occupations (SOCMOM90 or SOCDAD90) into the following categories:

Managerial	Administrative, executive, and managerial occupations.
Professional	Engineers, surveyors, architects, natural scientists, mathematicians, computer scientists, social scientists, urban planners, social workers, recreation workers, religious workers, lawyers, judges, teachers (all levels), vocational and education counselors, librarians, archivists, curators, physicians, dentists, veterinarians, registered nurses, other health diagnosing professions, writers, artists, entertainers, and athletes.
Marketing/sales	All marketing and sales occupations.
Technical support	Health, engineering, and science technologists and technicians.
Admin. support	Administrative support occupations, including clerical.
Services	Service occupations.
Crafts	Precision production and construction and extractive occupations, as well as mechanics and repairers.
Manufacturing	Handlers, equipment cleaners, helpers, laborers, motor vehicle operators, and transportation and material moving occupations.
Agriculture	Agricultural, forestry, and fishing occupations.
Military	Military.
Homemaker	Homemaker.
Unknown-not work.	Miscellaneous occupations plus not in labor force, retired, unemployed, disabled, or otherwise not classifiable.

Disability status (MPR-derived)

If the variable DISABILITY was coded as 1, then student was identified as disabled. The type of disability was then determined.

Sight/hearing	Student indicated visual or hearing impairment (VISUAL or DEAFNESS=1).
Speech	Student indicated a speech disability (SPEECH=1).
Learning disabled	Student indicated some type of learning disability (LEARNDIS=1).
Mobility	Student indicated having an orthopedic disability (ORTHO=1).
Other	Student indicated a disability other than those above (HEALTHOTH=1).

Chapter IV. Comparison of Fall and Non-Fall Term Undergraduates

Term of enrollment (MPR-derived)

Fall	The sample term of enrollment was October 1989 (Q27=2).
Non-fall	The sample term of enrollment was any term other than October 1989, including August 1989, February 1990, and June 1990 (Q27=1,3,4).

Chapter V. Academic Preparation

High school degree or equivalent

High school diploma	Student received a high school diploma.
Certificate of completion	Student received a certificate of completion (high school equivalency certificate).
GED	Student received a General Equivalency Diploma.
No HS degree	Student did not receive a high school diploma or some equivalent.

Chapter VI. Sources of Support

Self contribution (MPR-derived)

If the student and/or spouse indicated having any earnings or savings for school (EARNSCHL, SPERNSCH, SAVESCH, SPSAVSCH > 0) then student was identified as contributing to his or her schooling.

Parent contribution (MPR-derived)

Parent indicated contributing to student's education (PARCONTR > 0).

Financial Aid Receipt

Aid any receipt (Any aid)	Student received some sort of student financial aid.
Federal aid receipt	Student received federal financial aid.
Grant receipt	Student received financial aid in the form of a grant.
Loan aid receipt	Student received financial aid in the form of a loan.

Average amounts of aid

Aid total amount (Any aid)	Total amount of aid received by aid recipients.
Grant aid amount	Total grant amount received by aid recipients.
Loan aid (total) amount	Total loan amount received by aid recipients.

Appendix B

Technical Notes and Methodology

The 1989-90 NPSAS Survey

The need for a nationally representative database on postsecondary student financial aid prompted the U.S. Department of Education to conduct the 1986-87 National Postsecondary Student Aid Study (NPSAS:87). To meet these data needs the NPSAS sample was designed to include students enrolled in all types of postsecondary education. Thus, it included students enrolled in public institutions; private, not-for-profit institutions; and proprietary institutions. The sample included students at 4-year and 2-year institutions, as well as students enrolled in occupationally specific programs that lasted for less than two years.

The sample for the NPSAS:87 data collection consisted of students enrolled in the fall of 1986. The sample for the 1989-90 NPSAS (NPSAS:90), on the other hand, consisted of students enrolled in postsecondary education throughout the 1989-90 academic year, a more accurate representation of postsecondary students.

NPSAS:90 included a stratified sample of approximately 69,000 eligible students (about 47,000 of whom were undergraduates) from about 1,100 institutions. Students were included in the sample if they attended a NPSAS eligible institution (see table B.1 for institution sampling frame), were enrolled between July 1, 1989 and June 30, 1990, and enrolled in one or more courses or programs including: courses for credit; degree or formal award program of at least three months duration; occupationally or vocationally specific program of at least three months duration. Regardless of their postsecondary status, however, students who were also enrolled in high school were excluded.

For each of the students included in the NPSAS sample, there were up to three sources of data. First, institution registration and financial aid records were extracted. Second, a Computer Assisted Telephone Interview (CATI) designed for each student was conducted. Finally, a CATI designed for the parents or guardians of a subsample of students was conducted.

The purpose of the parent survey was to obtain detailed information on the family and economic characteristics of dependent students who did not receive financial aid, especially first-time, first-year students. In keeping with this purpose, parents of financially independent students who were over 30 years of age and parents of graduate/first professional students were excluded from the sample. Data from these three sources were synthesized into a single system with an overall response rate of 89 percent. For example, the variable age was determined by first checking student responses. If a student did not provide this information, age was taken from the institutional record abstract.

For more information on the NPSAS survey, consult *Methodology Report for the 1990 National Postsecondary Student Aid Study* (Longitudinal Studies Branch, Postsecondary Education Statistics Division, Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, NCES 92-080, June 1992).

Table B-1.—Frame Development: Number of institutions in the 1987–88 IPEDS-IC File and in the NPSAS:90 institutional frame

Educational Sector	Institutions in IPEDS-IC File	In NPSAS:90 Institutional Frame*
Total	12,243	12,868
Public, 4-year and above	638	633
Private, not-for-profit 4-year or above	1,944	1,983
Private, for-profit 4-year or above	120	125
Public, 2-year	1,257	1,333
Private, not-for-profit 2-year	845	894
Private, for-profit 2-year	850	891
Public, less-than-2-year	380	429
Private, not-for-profit, less-than-2-year	515	543
Private, for-profit- less-than-2-year	5,694	6,037

*Institutions that were not in the 1987–88 IPEDS-Institutional Characteristics (IC) file but listed in the 1987 IPEDS-Fall Enrollment file, or the 1987–88 Pell Grant institution file were added. Ineligible institutions such as central offices, nonexistent or closed buildings, and U.S. service academies were eliminated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1990 National Postsecondary Student Aid Study*, NCES 92-080, June 1992.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in sample surveys but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

Most of the estimates presented in this report were produced using the NPSAS:90 Encrypted Table Generation System (ETGS) for undergraduates. The ETGS software makes it possible for users to specify and generate their own tables from the NPSAS data. The data within the ETGS are encrypted to protect the confidentiality of the more than 45,000 undergraduates. The ETGS not only allows the expansion of tables in this report, it calculates proper standard errors[17] and weighted sample sizes for estimates. Table B.2 presents illustrative standard errors for a table of estimates produced by the NPSAS:90 undergraduate ETGS. If the number of valid cases is too small to produce an estimate, the ETGS prints the message "low-N" instead of the estimate.

[17]The NPSAS sample is not a simple random sample and, therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The ETGS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the ETGS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

Table B.2— Standard errors for table II.1a: Percentage distribution of undergraduate enrollment, by institution control, and by selected student and institutional characteristics: AY 1989–90

	Public	Private not-for-profit	Private for-profit
Total	1.02	0.72	0.66
Gender			
Male	1.09	0.84	0.70
Female	1.05	0.75	0.68
Race–ethnicity			
American Indian	3.43	1.93	2.76
Asian	1.70	1.32	0.87
Black, non-Hispanic	2.99	1.47	2.58
Hispanic	3.19	2.52	2.32
White, non-Hispanic	1.06	0.85	0.55
Age			
23 years or younger	1.14	0.96	0.54
24–29 years	1.16	0.76	0.80
30 years or older	1.12	0.83	0.64
Dependency status			
Dependent	1.20	1.06	0.50
Independent	1.21	0.69	0.96
Attendance status			
Full-time	1.45	1.06	1.05
At least half-time	1.04	0.81	0.62
Less than half-time	0.88	0.74	0.46
Employment status			
No employment	1.11	0.71	0.76
Outside school period	1.11	0.96	0.50
Inside school period	1.36	1.02	0.86
Employed all times	0.96	0.78	0.44
Level of institution			
Less-than-2-year	3.90	1.55	4.00
2- to 3-year	0.75	0.31	0.66
4-year non-doctoral	2.33	2.21	1.19
4-year doctoral	2.06	2.06	0.04

SOURCE: U.S. Dept. of Education, National Center for Education Statistics, 1989–90 National Postsecondary Student Aid Study (NPSAS:90), Undergraduate Table Generation System.

For more information about the 1990 NPSAS Encrypted Table Generation System, contact:

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Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the estimates of the proportions include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing.

The 1989-90 NPSAS survey, while representative and statistically accurate, was not a simple random sample. Instead, the survey sample was selected using a more complex three-step procedure with stratified samples and differential probabilities of selection at each level. First, postsecondary institutions were initially selected within geographical strata. Once institutions were organized by zip code and state, they were further stratified by control (i.e., public, private, not-for-profit or proprietary) and offering (less-than-2-year, 2- to 3-year, 4-year non-doctoral-granting, and 4-year doctoral-granting). Sampling rates for students enrolled at different institutions and levels (undergraduate or other) varied, resulting in better data for policy purposes, but at a cost to statistical efficiency.

Student's t values may be computed for comparisons using these tables' estimates with the following formula:

$$t = P_1 - P_2 \; / \; \mathrm{SQRT}\,(se_1^2 + se_2^2)$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentage of students across age groups), a covariance term was added to the denominator of the t-test formula. Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2(se_1 * se_2)$ was added to the denominator of the t-test formula.

There are hazards in reporting statistical tests for each comparison. First, the test may make comparisons based on large **t** statistics appear to merit special attention. This can be misleading, since the magnitude of the **t** statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison.

Hence, a small difference compared across a large number of students would produce a large **t** statistic.

A second hazard in reporting statistical tests for each comparison is making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, we must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p \leq .05 / k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that when k comparisons were made within a family of possible tests, the significance level of the comparisons would sum to $p \leq .05$.[18]

For example, in a comparison of enrollment for males and females, only one comparison is possible (males v. females). In this family, $k = 1$, and the comparison can be evaluated with a **Student's t** test. When students are divided into three racial-ethnic groups and all possible comparisons are made, then $k = 3$ and the significance level of each test must be $p \leq .05/3$, or .0167. In this report, when comparisons are made between three different classifications, then $k = 3$ and the significance level of each test must be $p \leq .05/3$, or .0167, in order to be considered statistically significant.

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[18] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the **t** statistic required to insure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Oliver Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association*, 56: 52-64.

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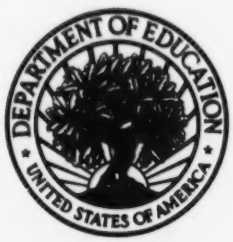
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